Application for a Grant

Internal use
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Identification

This page will be made available to selection committee members and external assessors.

Funding opportunity
Partnership Development Grants

Program name	Type of partnership
1 - Insight **2** - Connection	New

Joint or special initiative

Application title
Evaluation Capacity Network: Aligning Evaluative Thinking and Practice among Early Childhood Stakeholders

Applicant family name	Applicant given name	Initials
Gokiert	Rebecca	J

Org. code	Full name of applicant's organization and department
1480111	University of Alberta Faculty of Extension

Org. code	Full name of administrative organization and department
1480111	University of Alberta Faculty of Extension

Scholar type   Established ( )   Emerging (●)

If "Emerging", specify category   1 ( )   2 (●)   3 ( )   4 ( )

Is this a research-creation project?   Yes ( )   No (●)

Does your proposal involve human beings as research subjects? If "Yes", consult the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* and submit your proposal to your organization's Research Ethics Board.   Yes (●)   No ( )

Does your proposal involve activity that requires a permit, licence, or approval under any federal statute; or physical interaction with the environment? If 'Yes', complete Appendices A and B.   Yes ( )   No (●)

	Year 1	Year 2	Year 3	Total
Total funds requested from SSHRC	73,616	88,060	36,054	197,730

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2013/12/02

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Activity Details
The information provided in this section refers to your research proposal.

Keywords
List keywords that best describe your proposed research or research activity. Separate keywords with a semicolon.

evaluation; early childhood development; methodology; capacity building; network development

Priority Areas   - Priority area(s) most relevant to your proposal.

Partnership Approaches
One or more possible formal partnership approaches.

Cross-sector co-creation of knowledge & understanding; Disciplinary and interdisciplinary research partnerships; Networks for research and/or related activities; Partnered knowledge mobilization

If "Other", specify

Disciplines   - Indicate and rank up to 5 disciplines that best correspond to your proposal.

Rank	Code	Discipline	If "Other", specify
1	61216	Early Childhood Education	
2	61232	Measurement and Evaluation	
3	61202	Adult, Continuing, Community Education	
4			
5			

Areas of Research
Indicate and rank up to 3 areas of research related to your proposal.

Rank	Code	Area
1	140	Education
2	120	Communication
3	320	Politics and government

Temporal Periods
If applicable, indicate up to 2 historical periods covered by your proposal.

From	To
Year _____ BC ○ AD ○ _____ BC ○ AD ○	Year _____ BC ○ AD ○ _____ BC ○ AD ○

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Family name, Given name
Gokiert, Rebecca

Activity Details (cont'd)

Geographical Regions
If applicable, indicate and rank up to 3 geographical regions covered by or related to your proposal. Duplicate entries are not permitted.

Rank	Code	Region
1	1130	Western Canada
2	1140	Northern Canada
3		

Countries
If applicable, indicate and rank up to 5 countries covered by or related to your proposal. Duplicate entries are not permitted.

Rank	Code	Country	Prov./State
1	1100	CANADA	
2	1200	UNITED STATES	
3			
4			
5			

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Gokiert, Rebecca

Summary of Proposal

The summary of your proposal should indicate the challenges or issues to be addressed; the overall goal and objectives of the proposed partnership; and the breadth of the partnership, and the meaningful engagement of the partners involved.

Ensuring the best start in life for young children is a concern for governments, communities, and society. Early child development (ECD) has long been a priority across Canada, as evidence indicates healthy development sets the foundation for long-term health, behaviour, and educational outcomes. Several provincial and territorial governments have developed frameworks to promote the development of programs and policies to enhance the health, wellbeing, and education of young children. As governments focus on improving ECD outcomes, significant funding is being allocated to the development of practice, program, policy, and research initiatives with increasing expectations to align with provincial frameworks and measurement requirements. Community agencies receiving funding need to increase their evaluation capacity, demonstrate impact, and justify continued support. Unfortunately, agencies encounter hurdles in meeting these needs such as lack of resources, capacity, and evaluative expertise. In addition, funder's requirements may not align with the agencies' needs for practical and informative evaluation outcomes at the practice and program level. To address capacity issues, community agencies often seek academic or professional evaluation expertise. While this can yield positive results, expertise and resources are dispersed and the quality of evaluations differs, thus limiting the application of evaluation results. Ultimately, there is a lack of central coordination of evaluation resources and expertise accessible to ECD stakeholders to ensure high quality research, training, and practice in evaluation.

The purpose of this proposal is to enhance an emerging provincial multidisciplinary and intersectoral partnership between government, community, funding, and academic stakeholders focused on creating evaluation-based capacity and aligning evaluative thinking in the field of ECD to a national partnership. Over the past year within Alberta, we have been developing a partnership in response to a community identified need for enhanced evaluation capacity. Dialogue among provincial intersectoral partners has highlighted the many perspectives on evaluation of ECD programs and policies, and the need for engaged capacity building, partnerships, and cohesion in evaluation across sectors. The emerging provincial partnership will focus on aligning intersectoral understanding of all aspects of evaluation among ECD stakeholders, and facilitate a shift in evaluative thinking among community agencies and funders in order to inform and strengthen practice, program, and policy decision making for children and families. The objectives of the partnership are to: (1) conduct an intersectoral needs assessment through a series of community forums with the aim of identifying common evaluation knowledge and capacity gaps; (2) to develop and deliver educational resources and opportunities that address these gaps and then to evaluate and refine the resources; and (3) to nurture and sustain an Evaluation Capacity Network that supports ongoing dialogue of evaluation experts, government, funders, and community agencies at a national level, and knowledge translation of community engaged evaluative practices across the range of sectors that impact ECD.

Community partners will encourage their stakeholders to engage in the community forums, contribute to the development of capacity building opportunities, and mobilize proposal outcomes. Academic partners will lead the needs assessment, develop capacity building opportunities, and translate partnership outcomes to ECD and new fields of practice. Government and funding partners will enhance their evaluative capacity to better inform the accountability process, as well as program and policy development.

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Family name, Given name
Gokiert, Rebecca

Co-applicants

Enter the family name and email address of each co-applicant who will take part in the intellectual direction of the research. Indicate if they are from the academic or non-academic community. Do not include assistants, students or consultants.

Role		
Co-applicant	Academic ○	Non-academic ◉

Family name	Given name	Initials
Blackadar	Robyn	E

Org. code	Full organization name
1	Alberta Centre for Child, Family and Community Research

Department/Division name
Other

Role		
Co-applicant	Academic ◉	Non-academic ○

Family name	Given name	Initials
Daniels	Jason	S

Org. code	Full organization name
1480111	University of Alberta

Department/Division name
Faculty of Extension

Role		
Co-applicant	Academic ◉	Non-academic ○

Family name	Given name	Initials
King	Sharla	J

Org. code	Full organization name
1480111	University of Alberta

Department/Division name
Health Sciences Council

Role		
Co-applicant	Academic ◉	Non-academic ○

Family name	Given name	Initials
Mayan	Maria	J

Org. code	Full organization name
1480111	University of Alberta

Department/Division name
Faculty of Extension

Role		
Co-applicant	Academic ◉	Non-academic ○

Family name	Given name	Initials
Poth	Cheryl-Anne	N

Org. code	Full organization name
1480111	University of Alberta

Department/Division name
Educational Psychology

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Family name, Given name
Gokiert, Rebecca

Co-applicants (cont'd)

Role		
Co-applicant	Academic ⬤	Non-academic ◯

Family name	Given name	Initials
Schnirer	Laurie	A.J.

Org. code	Full organization name
1480111	University of Alberta

Department/Division name
Faculty of Extension

Role		
Co-applicant	Academic ⬤	Non-academic ◯

Family name	Given name	Initials
Springett	Jane	

Org. code	Full organization name
1480111	University of Alberta

Department/Division name
Centre for Health Promotion Studies

Role		
Co-applicant	Academic ⬤	Non-academic ◯

Family name	Given name	Initials
Varnhagen	Stanley	

Org. code	Full organization name
1480111	University of Alberta

Department/Division name
Faculty of Extension

Role		
Co-applicant	Academic ◯	Non-academic ◯

Family name	Given name	Initials

Org. code	Full organization name

Department/Division name

Role		
Co-applicant	Academic ◯	Non-academic ◯

Family name	Given name	Initials

Org. code	Full organization name

Department/Division name

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Collaborators

Enter complete information for each collaborator who may make a significant contribution to the research and/or related initiative. Do not include assistants, students or consultants.

Role	Position	Title
Collaborator	Executive Director	Mr.

Family name	Given name	Initials
Daly	Julian	

Disciplines	If "Other", specify
Social Institutions	

Org. code	Full organization name
1	Boyle Street Community Services

Department/Division name	Address
Community Outreach	10116 - 105 Ave

	Country code	Area code	Number	Extension	City/Municipality	Prov./State	Postal/Zip code
					Edmonton	AB	T5H0K2
Telephone number	1	780	4244106		Country CANADA		

E-mail   jdaly@boylestreet.org

Role	Position	Title
Collaborator	Director	Dr.

Family name	Given name	Initials
Hopkins	Susan	

Disciplines	If "Other", specify
Early Childhood Education	

Org. code	Full organization name
1	Government of Northwest Territories

Department/Division name	Address
Dept of Education, Culture and Employment	Box 1320

	Country code	Area code	Number	Extension	City/Municipality	Prov./State	Postal/Zip code
					Yellowknife	NT	X1A2L9
Telephone number	1	867	873	7739	Country CANADA		

E-mail   Susan_Hopkins@gov.nt.ca

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Social Sciences and Humanities
Research Council of Canada

Conseil de recherches en
sciences humaines du Canada

Family name, Given name
Gokiert, Rebecca

Collaborators (cont'd)

Role	Position	Title
Collaborator	Associate Director	Dr.

Family name	Given name	Initials
Smith	Christopher	

Disciplines	If "Other", specify
Public Policy Studies	

Org. code	Full organization name
1	Muttart Foundation

Department/Division name	Address
Early Childhood Education and Care	1150 Scotia Place 10060 Jasper Avenue

	Country code	Area code	Number	Extension	City/Municipality	Prov./State	Postal/Zip code
					Edmonton	AB	T5J3R8
Telephone number	1	780	4259616		Country CANADA		

E-mail   csmith@muttart.org

Role	Position	Title
Collaborator	Vice-President	Mr.

Family name	Given name	Initials
Undheim	Allan	

Disciplines	If "Other", specify
Education and Welfare	

Org. code	Full organization name
1	United Way of the Alberta Capital Region

Department/Division name	Address
Community Building and Investment	15132 Stony Plain Road

	Country code	Area code	Number	Extension	City/Municipality	Prov./State	Postal/Zip code
					Edmonton	AB	T5P3Y3
Telephone number	1	780	990-1000		Country CANADA		

E-mail   AUndheim@myunitedway.ca

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Family name, Given name
Gokiert, Rebecca

Collaborators (cont'd)

Role	Position	Title
Collaborator	Director	Dr.

Family name	Given name	Initials
Cor	Kenneth	

Disciplines
Measurement and Evaluation

If "Other", specify

Org. code	Full organization name
1480111	University of Alberta

Department/Division name
Faculty of Pharmacy and Pharmaceutical Sciences

Address
3-209 Edmonton Clinic Health Academy
111405 - 87 Ave

	Country code	Area code	Number	Extension	City/Municipality	Prov./State	Postal/Zip code
					Edmonton	AB	T6G1C9
Telephone number	1	780	492-7757		Country CANADA		

E-mail   m.ken.cor@ualberta.ca

Role	Position	Title
Collaborator	Dean	Dr.

Family name	Given name	Initials
Miller	Douglas	D.

Disciplines
Medicine

If "Other", specify

Org. code	Full organization name
1480111	University of Alberta

Department/Division name
Faculty of Medicine and Dentistry

Address
2J2.01, 8440 - 112 Street

	Country code	Area code	Number	Extension	City/Municipality	Prov./State	Postal/Zip code
					Edmonton	AB	T6G2R7
Telephone number	1	780	4929728		Country CANADA		

E-mail   ddouglasmiller@ualberta.ca

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Family name, Given name
Gokiert, Rebecca

Partners - A partner organization may be, for example, a Canadian or foreign: postsecondary institution, government department (federal, provincial, territorial, municipal), for-profit or not-for-profit organization, or foundation.

Org. code	Full organization name	Organization type
	Alberta Centre for Child, Family and Community Research	Research organization

Address	Contact family name
601-9925 109 ST	Fulmer

Given name	Initials
Chris	

City/Municipality	Prov./State	Postal/Zip code		Country code	Area code	Number	Extension
Edmonton	AB	T5K2J8					
Country CANADA			Telephone number		780	9448630	
			Secondary number				
			Fax number				

E-mail   CFulmer@research4children.com

Web address

Org. code	Full organization name	Organization type
	Alberta Human Services Ministry	Provincial/Territorial government

Address	Contact family name
9940-106 Street	J

Given name	Initials
Julius	

City/Municipality	Prov./State	Postal/Zip code		Country code	Area code	Number	Extension
Edmonton	AB	T5K2N2		1	780	427-9466	
Country CANADA			Telephone number				
			Secondary number				
			Fax number				

E-mail   jsalegio@shaw.ca

Web address

Org. code	Full organization name	Organization type
	Boys and Girls Clubs Big Brothers Big Sisters of Edmonton	Charitable organization

Address	Contact family name
10135 - 89 Street	Lockhart

Given name	Initials
Tracy	A

City/Municipality	Prov./State	Postal/Zip code		Country code	Area code	Number	Extension
Edmonton	AB	T5H1P6	Telephone number		780	822-2521	
Country CANADA			Secondary number		780	424-8181	2521
			Fax number				

E-mail   tracy.lockhart@bigbrothersbigsisters.ca

Web address

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Family name, Given name
Gokiert, Rebecca

Partners (cont'd)

Org. code	Full organization name	Organization type
	Centre for Research on Educational and Community Services, University of Ottawa	Research organization

Address	Contact family name		
VNR 5002H 136 Jean Jacques Lussier	Cousins		
	Given name J Bradley		Initials

City/Municipality	Prov./State	Postal/Zip code		Country code	Area code	Number	Extension
Ottawa	ON	K1N6N5	Telephone number	613	562	5800	4036
Country CANADA			Secondary number				
			Fax number				

E-mail	bcousins@uottawa.ca
Web address	www.crecs.uottawa.ca

Org. code	Full organization name	Organization type
	Community-University Partnership	Research organization

Address	Contact family name		
University of Alberta 2-281 Enterprise Square 10230 - Jasper Avenue	Hawirko		
	Given name Marilyn		Initials

City/Municipality	Prov./State	Postal/Zip code		Country code	Area code	Number	Extension
Edmonton	AB	T5J4P6	Telephone number	1	780	4926177	
Country CANADA			Secondary number				
			Fax number				

E-mail	mhawirko@ualberta.ca
Web address	www.cup.ualberta.ca

Org. code	Full organization name	Organization type
	Early Child Development Mapping Project	Research organization

Address	Contact family name		
L146 Enterprise Square, 10230 Jasper Ave	Lynch		
	Given name Susan		Initials

City/Municipality	Prov./State	Postal/Zip code		Country code	Area code	Number	Extension
Edmonton	AB	T5J4P6	Telephone number	1	780	248 1979	
Country CANADA			Secondary number				
			Fax number				

E-mail	slynch@ualberta.ca
Web address	ecmap.ca

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Social Sciences and Humanities
Research Council of Canada

Conseil de recherches en
sciences humaines du Canada

Family name, Given name
Gokiert, Rebecca

Partners (cont'd)

Org. code	Full organization name	Organization type
	Edmonton Community Foundation	Charitable organization

Address	Contact family name
9910 103 Street	Zielke

	Given name	Initials
	Lil	LZ

City/Municipality	Prov./State	Postal/Zip code
Edmonton	AB	T5K2V7

	Country code	Area code	Number	Extension
Telephone number	780	426	0015	
Secondary number				
Fax number	780	425	0121	

Country CANADA

E-mail   lzielke@ecfoundation.org

Web address www.ecfoundation.org

Org. code	Full organization name	Organization type
	Gov't of NWT, Department of Education, Culture & Employment	Provincial/Territorial government

Address	Contact family name
Box 1320	Downes

	Given name	Initials
	Tracy	

City/Municipality	Prov./State	Postal/Zip code
Yellowknife	NT	X1A2L9

	Country code	Area code	Number	Extension
Telephone number		867	873-7739	
Secondary number				
Fax number				

Country CANADA

E-mail   Tracy_Downes@gov.nt.ca

Web address www.gov.nt.ca

Org. code	Full organization name	Organization type
	Multicultural Health Brokers Cooperative	Charitable organization

Address	Contact family name
9538 - 107 Avenue	Ford

	Given name	Initials
	Donna-Mae	M

City/Municipality	Prov./State	Postal/Zip code
Edmonton	AB	T5H0T7

	Country code	Area code	Number	Extension
Telephone number	01	780	423-1973	
Secondary number				
Fax number				

Country CANADA

E-mail   donnamford99@gmail.com

Web address www.mchb.org

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Family name, Given name
Gokiert, Rebecca

Partners (cont'd)

Org. code	Full organization name University of Alberta		Organization type University

Address Research Services Office 222 Campus Tower 8625 112 Street NW			Contact family name Chan-Marples	

| | | | Given name
Lan | Initials |

City/Municipality Edmonton	Prov./State AB	Postal/Zip code T6G2E1		Country code	Area code	Number	Extension
			Telephone number	1	780	492-0639	
Country CANADA			Secondary number				
			Fax number	1	780	492-5787	

E-mail   lan.marples@ualberta.ca

Web address   http://www.rso.ualberta.ca

Org. code	Full organization name Women & Children's Health Research Institute		Organization type Research organization

Address 4-467 Edmonton Clinic Health Academy 11405 87 Ave			Contact family name Key	

| | | | Given name
Deb | Initials
I |

City/Municipality Edmonton	Prov./State AB	Postal/Zip code T6G1C9		Country code	Area code	Number	Extension
			Telephone number		780	248-5602	
Country CANADA			Secondary number				
			Fax number				

E-mail   dkey@ualberta.ca

Web address

Org. code	Full organization name		Organization type

Address			Contact family name	

| | | | Given name | Initials |

City/Municipality	Prov./State	Postal/Zip code		Country code	Area code	Number	Extension
			Telephone number				
Country			Secondary number				
			Fax number				

E-mail

Web address

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The purpose of this proposal is to expand an emerging provincial, multidisciplinary, and intersectoral partnership to a national partnership focused on enhancing evaluation capacity, and aligning evaluative thinking in the field of early child development (ECD). This current emerging provincial partnership will focus on aligning intersectoral understanding of evaluation among ECD stakeholders in government, community, funding organizations and academia. By using a community-based participatory approach to this project it is anticipated that there will be a shift in evaluative thinking among community agencies and funders that grounds evaluation practices in a common model that will inform and strengthen practice, program, and policies in early childhood. Aligned with the Insight and Connection programs of SSHRC, this project will mobilize new knowledge that impacts programing, practice and policies through the following three primary objectives: (1) to conduct an intersectoral needs assessment using community forums with the aim of identifying common evaluation knowledge (i.e. language, metrics, methods, theories and issues) and capacity gaps; (2) to develop and deliver educational resources and training opportunities that address these gaps and then to evaluate and refine the resources and training; and (3) to nurture and sustain an Evaluation Capacity Network that supports ongoing dialogue of evaluation experts, government, funders, and community agencies at a national level, and knowledge mobilization of community-engaged evaluative practices across the range of sectors that impact ECD.

Background to the Partnership

During the past year, in response to ever-increasing demands for evaluation resources and capacity from our community partners, the Community-University Partnership for the Study of Children, Youth, and Families (CUP) in the Faculty of Extension (University of Alberta) explored the necessity of a national, multidisciplinary, and intersectoral partnership. The initial step involved focus groups with community and university partners, which identified ways that evaluation perspectives differed among government, community agencies, funders, and academics. What emerged was an understanding that community agencies find the process of evaluation challenging in common ways; funders often request specific evaluation methods and outcomes to meet their needs for accountability that may not align with the agencies' values, needs, or programs; experts find it difficult to provide all the required resources, knowledge, and capacity to community agencies; and evaluation outcomes often prove uninformative for program development and practice. All participants emphasized the urgency for further dialogue among intersectoral stakeholders who support evaluation of programs and the importance of creating a central point where stakeholders could access coordinated evaluation capacity building resources, and ensure high quality training, practice, and research in evaluation (Bisanz, Edwards & Shaw, 2012). The subsequent step involved choosing an area of focus within evaluation for the partnership.

The focus of evaluation in ECD for this partnership is based on several considerations reflective of the current need for evidence-based outcomes and measurement challenges resulting from the multidisciplinary nature of ECD. First, maximizing ECD outcomes has long been a priority for policymakers, program leaders, practitioners, parents, and the public. Currently within Alberta, government departments, research institutes, community leaders, and experts are collaborating to support the development of the Social Policy Framework (Government of Alberta, 2013a); Premier's Council on Alberta's Promise Act (Government of Alberta, 2008); the Together we raise tomorrow approach (Government of Alberta, 2013b) to track, monitor, and improve outcomes for young children; and a Children's First Act (Government of Alberta, 2013c), which is currently awaiting proclamation. Second, current evidence underscores the critical importance of the early years to long-term learning and development. Policy and service initiatives, which promote development during the first five years of life, are recognized to be highly cost-effective, as they can reduce expensive interventions in later years when issues such as learning deficits, behaviour problems, and chronic disease manifest (McCain, Mustard, & Shanker, 2007; Shonkoff & Phillips, 2000). Given the holistic nature of early child development, the involvement of a complex network

of individuals, agencies, programs and funders is required to support children. Creating an integrated ECD system that aligns stakeholders' efforts and improves child outcomes is perceived as one of the major challenges in Alberta. Third, as provincial and territorial governments across Canada focus their efforts and funding towards initiatives that improve ECD outcomes (e.g., Government of Alberta, 2013d; Government of the Northwest Territories, 2013), there is an increasing need to provide evidence of program and service effectiveness. Many community agencies are feeling the need to increase their evaluation capacity, demonstrate impact, and justify continued support. Unfortunately, community driven ECD programs and services occur within a context that is challenged by funding, human resource capacity, evaluative expertise, and the requirement of diverse outcome measures. The emerging partnership project provides a medium to expand the dialogue and explore the disconnect among evaluation language, focus and expected outcomes between the sectors, and begin to expand connections and dialogues across the country. To accomplish this, we will research the process of establishing an Evaluation Capacity Network partnership by exploring: (1) the best practices in establishing and sustaining a multidisciplinary and intersectoral community-university partnership; (2) the role of community engagement in facilitating a common understanding of evaluation related issues and challenges being experienced across sectors; (3) how to develop effective and sustainable capacity building resources; and (4) how to establish a model of intersectoral community-university engagement in evaluation that is applicable to other fields of practice.

Partnership expertise and significance
The aim of this emerging partnership is to address the diverse perspectives of evaluation of ECD programs and policies; broaden intersectoral understanding of evaluation theories, methods and practices; and create sustainable evaluation knowledge and capacity building, and knowledge sharing opportunities in the field of ECD. The main focus of the partnership will be to enhance dialogue and knowledge mobilization among *community agencies and organizations* that deliver ECD programming, *funders* that influence evaluation of programs for children and families in the province of Alberta, *government partners* that impact ECD program funding, policy development, and service delivery, and *academics/ academic institutions* that train future evaluators and support community agencies with evaluation services and resources.

Strong relationships are required in order to research the process of establishing a multidisciplinary and intersectoral partnership. This emerging partnership both builds on existing relationships and creates new ones, in that several members have collaborated together, in the past, on large-scale ECD community-based research projects. We will draw on our past experience to generate and mobilize new knowledge as well as identify and promote the use of evidence-based policies and practices for optimizing child development. This experience provides the partnership with the expertise, relationships, and capacity needed to foster a network for evaluation capacity building in ECD. For example, Gokiert led a collaboration of nine provincial partners working across health, children's services, and education with the aim of maximizing child development resources, and increasing access to screening, intervention, and services for children and families. Since its inception in 2003, the Alberta Centre for Child, Family and Community Research (ACCFCR) has synthesized and mobilized evidence across sectors and provincial ministries to facilitate an in-depth understanding of the factors that contribute to the wellbeing, development, and futures of children across Alberta. Our community partners (United Way, Big Brothers Big Sisters, Multicultural Health Brokers Co-Operative, Muttart Foundation, and the Women and Children's Health Research Institute) are all currently engaged in the evolving provincial ECD initiatives and bring with them extensive networks that will allow the partnership to easily expand provincial involvement and capacity. Our national partners expand our knowledge of issues and capacity associated with the evaluation of ECD program and policy development in other regions of Canada

(Government of Northwest Territories and Manitoba), as well as offer significant expertise in developing evaluation capacity building opportunities for students and professionals (Centre for Research on Education and Community Services). Finally, by engaging academics from Health Sciences and Pharmacy (Health Sciences Education and Research Commons, Health Science Council and Director of Assessment in Faculty of Pharmacy), who have also expressed similar challenges in addressing evaluation capacity, we expand our ability to create a model of evaluation with strong multidisciplinary and intersectoral engagement that is applicable to other fields of practice.

Proposed Approach
The emerging partnership brings together co-applicants, collaborators and invited partners who represent varying perspectives on evaluation within the field of early child development (ECD). Each participant holds distinct viewpoints about the role of evaluation, the utility of particular evaluative methods and practices, and the application of the outcomes. The foundation of these viewpoints is grounded in the culture of their given sector. In order to facilitate a dynamic and collaborative partnership project, we will apply a community-based participatory research (CBPR) approach that integrates research, action, reflection, and communication (Greenwood & Levin, 1998). The guiding principles of CBPR align with the objectives of the partnership, which emphasizes collaboration and partnership among research stakeholders, such as community members, academic institutions, governments, and organizational representatives (Israel, Schulz, Parker, & Becker, 2001). Through collaborative sharing of knowledge and expertise, our partners will enhance their understanding of the evaluation challenges and issues currently being experienced across sectors, translate and utilize the findings of the partnership's evaluation needs assessment within their own sectors and beyond, foster intersectoral and reciprocal relationships and networks that will build capacity initiatives, and stimulate positive change in evaluation in the field of ECD (Bourgeois, Chouinard, & Cousins, 2008; Cousins & Earl, 1992). Currently within Alberta, a community engaged approach is being used more frequently to support the development of early childhood programs, policy and funding structures. For example, through provincial discussions in 2012, the Muttart Foundation and United Way engaged ECD stakeholders in discussion about a provincial framework for early learning and care. Their provincial discussions identified the value of beginning large-scale change processes through specific, strategic, and collaborative steps across the ECD community (Muttart Foundation, 2013). The Muttart Foundation and United Way will share lessons learned to inform the design and facilitation of the Evaluation Capacity Network community forums.

Partnership Activities
The partnership project will be conducted over three years (April 2014-Jan 2017) and in three phases. Each phase will scale the development of the partnership from a provincial to national level as we engage partners in intersectoral dialogue, collective priority setting, and mobilization of new knowledge and capacity building opportunities. Graduate student training, mentoring of new scholars, and engagement of experts in the field will be incorporated throughout the lifespan of the partnership from development and facilitation to knowledge mobilization. Detailed descriptions of activities as they relate to the project phases and goals, are in the *Partnership Evidence section*.

Phase 1 (April-October 2014) will focus on *consolidating the partnership* project by: (1) continuing to strengthen relationships with existing partners, and foster potential partnerships with other national evaluation organizations, training institutes and governments; (2) establishing a formal Steering Committee that will guide the project and develop a Partnership Collaboration Agreement (see working draft in *Evidence of Formal Partnership section*) inclusive of governance structure and a work plan; (3) assessing best practices in establishing and sustaining an intersectoral community-university partnership through partner interviews and surveys; (4) developing a working paper on the state of ECD evaluation

and capacity that builds knowledge and understanding from multidisciplinary and intersectoral perspectives and initiatives; and (5) developing processes to facilitate the provincial community forums and associated needs assessment. In June 2014, all partnership members will participate in a 3-day Steering Committee (SC) meeting where we will discuss the development of a governance structure inclusive of a Steering Committee, Core Research Team (CRT), and Project Management Team (PMT) (roles are further defined in the *Description of the Formal Partnership*). This meeting will also enable members to reach consensus on roles, responsibilities, expectations, and budget allocations. On the third day, the Steering Committee will develop an outline for the working paper and community engagement strategies for the four provincial community forums in Phase 2. The working paper will be developed by the CRT & PMT and will provide an overview of the concept of aligning evaluative thinking across ECD sectors, examples of evaluative practice from other jurisdictions, the relevance and impact of strong collaborative evaluations in program and policy development, and preliminary feedback on the evaluation issues and challenges identified by ECD stakeholders in Alberta. A graduate research assistant will be hired to lead the research and development of the working paper and will be mentored by the CRT and PMT. The working paper will be distributed throughout our partners' intersectoral ECD networks (i.e. via email, post, listserv, and web distribution) as a primer for the community forums.

Phase 2 (October 2014- March 2015) will focus on *community engagement* by: (1) distributing the working paper to invited stakeholders as a primer for the community forums; (2) hosting four provincial community forums; (3) assessing the role of community engagement in facilitating a common understanding of evaluation related issues and challenges being experienced across sectors; and (4) establishing an evaluation capacity building network of practice from the key stakeholders involved in the community forums. The four provincial community forums (i.e., two southern and two northern) will be hosted in the fall of 2014 and will engage approximately 30-40 invited ECD stakeholders (per forum). The forum will include a series of discussions focused on the larger concept of evaluative thinking, its applications, and the overarching goals and purposes for evaluation capacity building. ECD stakeholders will include directors and supervisors of ECD programs who are responsible for evaluating programs and funding initiatives, funders that support ECD programming and shape evaluation requirements, government representatives that support and develop policies that drive funding and evaluation requirements, and academics that train students and future evaluators and support community evaluations. In addition, we will facilitate discussion of the working paper content, sharing of sector specific viewpoints, and collaborate to identify common challenges associated with conducting strong, informative evaluations within the current system. Throughout the forum, we will use a number of engagement methods to conduct the needs assessment: (1) discussion forums (i.e. speed sharing, world café, or mapping methods), (2) field notes, and (3) post-forum participant surveys. Graduate students from Drs. Daniels, Gokiert, Poth, and Springett's undergraduate and graduate level courses, practicums, and internships will be involved in facilitation and field note observations. The forums will engage the sectors in open dialogue and one of the anticipated outcomes is the establishment of a network of practice that will sustain access to resources, capacity building opportunities, and open dialogue for ongoing change. The Core Research Team will analyze data from the community forums, the Steering Committee will review preliminary outcomes, and final outcomes will be amalgamated into a summary report (March 2015).

Phase 3 (April 2015- Jan 2017) will focus on developing and implementing *capacity building* opportunities by: (1) identifying evaluation knowledge and capacity gaps common among the sectors in a forum summary report; (2) distributing the summary report to the network of practice and through their feedback, establishing evaluation capacity building priorities; (Spring 2015) (3) developing, delivering and evaluating a small-scale training opportunity; (4) conducting a process evaluation of the establishment and effectiveness of the network of practice; and (5) understanding how to establish a model of intersectoral community-university engagement in evaluation that is applicable to other fields

of practice. The summary report developed as a result of the community forums, will be shared through a knowledge sharing event and/or broader web distribution to the network of practice, and feedback will be used to set capacity building priorities (Fall 2015). From the province wide, intersectoral capacity building priorities, the Steering Committee will provide guidance for the development of a small-scale training opportunity (e.g., one-week evaluation training institute, six-part workshop series, or open resource evaluation tools) in Fall 2015 to pilot and evaluate in Winter 2016. Graduate students will be involved in identifying and developing knowledge mobilization tools and capacity building opportunities. As part of the strategies developed to further engage the network of practice in priority setting, we will conduct a process evaluation of the establishment and effectiveness of the network. The outcomes of the needs assessment, research on the effectiveness of the community engagement process of the forums, capacity building prototype, and network of practice will help us understand a model of intersectoral community-university engagement in evaluation that is applicable to other fields of practice. The outcomes of the provincial partnership development research will identify gaps in evaluation knowledge, theory and methods, as well as best practices that can be studied across Canada that would serve as the foundation for a SSHRC Partnership Grant Letter of Intent (Feb 2017). With guidance from the SC, the CRT will lead the development of the Letter of Intent in Fall 2016.

Overarching Impact of the Partnership Project
The emerging partnership will contribute to the scholarship of community-university engagement by using participatory methods to engage stakeholders in effective dialogue towards action. This project consists of multidisciplinary and intersectoral activities that will allow for the development of rigorous, useful evidence, and enhancement of knowledge transfer and mobilization to decision makers for the development of policies, programs, and practices. However, the long term potential of knowledge transformation to influence policy, practice, and programs depends on the capacity of ECD stakeholders to participate in and understand evaluation, as well as on their capacity to collaborate effectively to design and execute evaluations that meet the needs of all stakeholders by: (1) building a model for evaluation practices and outcomes that address the needs across the sectors and can be generalized beyond the early childhood development sector; (2) enhancing professional development opportunities and resources for community-based stakeholders that are accessible, affordable, and rigorous; (3) enhancing the rigor and accessibility of evaluation teaching and training of undergraduate and graduate students through classroom and field-based experiences; and (4) enhancing evidence-based outcomes for children and families that lead to positive long term health and education outcomes.

Challenges
A complex multidisciplinary and intersectoral partnership such as this will require a great deal of relationship management, ongoing dialogue with partners, and effective facilitation when contrasting viewpoints arise. Currently, our emerging partnership involves representation from Alberta, Northwest Territories, and Ontario. In building a national based partnership, it is our intent to invite and engage partners from Manitoba and any other regions where current partners identify logical interest and potential partners. Our Steering Committee will include representation from each region as well as representation from each different sector and will meet three times a year to ensure the development of project tools, methods, training, and communications meet the needs of all regions and sectors. Time commitment needed from our partners in order to maintain momentum and progress may be challenging, however, using a community-based participatory approach to the project will provide shared commitments, efficient and collaborative coordination and communication, governance, and input.

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Family name, Given name
Gokiert, Rebecca

Funds Requested from SSHRC

For each budget year, estimate as accurately as possible the research costs that you are asking SSHRC to fund through a grant. For each Personnel costs category, enter the number of individuals to be hired and specify the total amount required. For each of the other categories, enter the total amount required.

	Year 1		Year 2		Year 3	
Personnel costs	No.	Amount	No.	Amount	No.	Amount
Student salaries and benefits/Stipends						
Undergraduate						
Masters	1	16,120	1	24,430	1	18,688
Doctorate	1	10,556	1	20,676	1	11,766
Non-student salaries and benefits/Stipends						
Postdoctoral						
Other	1	18,696	1	27,194	0	0
Travel and subsistence costs	Year 1		Year 2		Year 3	
Applicant/Team member(s)						
Canadian travel	14,462		1,535		5,000	
Foreign travel	0		5,000		0	
Students						
Canadian travel						
Foreign travel						
Other expenses						
Professional/Technical services	6,500		4,000		500	
Supplies	1,450		1,950		0	
Non-disposable equipment						
Computer hardware	2,200		0		0	
Other	750		0		0	
Other expenses (specify)						
Provincial forums	2,700		0		0	
Hosting SC meetings	182		800		100	
Know shar & capa bldg	0		2,475		0	
Total	73,616		88,060		36,054	

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Year 1 (April 2014 – March 2015): will include all of *Phase 1* and *Phase 2 activities.* This first year will be focused on consolidating the existing partnership, preparing and beginning the community engagement process, conducting a bulk of data collection via the community forums and beginning of the analysis. **Personnel costs:** We will hire a *Masters student research assistant ($16,120.31) and a Doctoral student research assistant ($10,556.31)* both at 12 hours/week for 9 months beginning in June 2014. Partner's cash contribution towards Masters is $2,000 and $9,231.70 to PhD GRA. GRAs will have evaluation and community-based research (CBR) experience, and will support the development of the working paper, organize community forums, data collection and analysis, SC and CRT meetings, creating summary reports, and knowledge mobilization and capacity building. One 0.5FTE *research assistant* will be hired as project coordinator (Grade 9, Step 4 rate *total= $14,956.50 salary / $3,739.13 benefits* plus $10,000 cash from a partner) and will have evaluation, community engagement, and CBR expertise. Hiring this 0.5FTE project coordinator is critical to facilitate communication among all partners and stakeholders and be available to attend all the community forums. As the network of practice develops near the end of Yr1, ongoing support will be needed to support the emerging intersectoral partnerships and collaboration. This position will also provide support to the SC, CRT, and PMT. This individual will supervise and direct the GRAs and report directly to Dr. Gokiert. **Travel and subsistence: Team,** includes travel for three separate forms of travel: (1) *off-site steering committee member travel* (for one member from Ottawa – includes flight, accommodations, transportation, and per diems) to attend 3-day steering committee meeting (June 2014) *total $1,535*; (2) *provincial forum travel* for 6 ECN team members (CRT & PMT members – including graduate students) who will support the facilitation and data collection at the forums (Calgary, Lethbridge, Grand Prairie, and Edmonton). Costs include flight, hotel, per diems and transportation for 6 team members – *Total $6,078* plus $6,000 cash from a partner. Forum travel also includes travel support for ECD stakeholders from the areas surrounding all four community forum locations ($2500 each for Grand Prairie & Lethbridge and $500 each for Edmonton & Calgary, *Total $6,000*); and (3) *network expansion travel* for PMT members to travel to other national based organization or institutions that have expertise or best practice models of evaluation, community engagement or evaluation capacity building opportunities – *Total $849* plus $350 cash from a partner. **Other - Professional/Technical Services** includes the *contract services* for a graphic designer to develop and design the working paper (*Total $2,000*), web developer to create a website for broader distribution of the working paper and provide an interface that will solicit feedback from those participants unable to attend the provincial forums (*Total $3,000*), and a facilitator to support the development and facilitation of the provincial forums ($1500/forum = *Total $1,500* plus $4,500 collective cash from 2 partners). **Other - Supplies** includes estimated costs based on past experience for *printing and distribution* of 250 copies of the working paper prior to the provincial forums (*Total $950*), and for *photocopying* (at .08/copy black and white) and *office supplies* (*Total $500*). **Non-disposable - equipment/computer hardware** includes the cost of a *laptop* (*Total $2,200*) which will be needed for the project activities (e.g., provincial forums, maintaining email contact with forum participants during travel, and collecting data simultaneously). **Other non-disposable equipment** includes necessary *software* (i.e. Atlas *Total=$750*) for data entry and analysis while travelling between venues and meetings. **Other expenses** include the *site rental and hosting costs of the provincial community forums* (approx.. $2,000/site for *Total $2,700* plus $5,300 cash from a partner), *hosting costs for steering committee meetings $181.80 (Total)* plus cash of $418.20 from a partner (includes breakfast and lunch for all day meeting with 20 participants) for 3-day steering committee meeting and one additional meeting.

Year 2 (April 2015 – March 2016): includes the *final Phase 2 activities* and *Phase 3*. This year will be focused on finalizing data analysis from the needs assessment, hosting a follow-up knowledge sharing event, determining priorities for, creating and piloting an evaluation capacity building training opportunity. **Personnel costs:** By sustaining the *same Masters and PhD student GRAs* from Year 1 into Year 2, we will strengthen the communication and functioning of the PMT as well as enrich the student

learning opportunities by facilitating more participation in knowledge mobilization and small scale training opportunities. GRA salaries in Year 2 are for a 12-month/12 hrs/wk with a 2% increase to salary portion (Masters = *$24,429.70* and PhD = *$20,676.44* plus cash of $6,000 from partner). We will also sustain the employment of the *masters level non-student research assistant* at 0.5FTE (Grade 9, Step 4 rate of *$21,755.15 salary/$5,438.79 benefits* plus cash of $10,000 from a partner). This individual will enable us to maintain regular communication and engagement of key ECD stakeholders across the province, which is needed as we plan a follow-up knowledge sharing event to release and prioritize capacity needs from the summary report discussions. **Travel and subsistence- Team** includes (1) *off-site steering committee member travel* (for one member from Ottawa – includes flight, accommodations, transportation, and per diems – *Total $1,535*) for the 2-day steering committee meeting (Fall 2015) to review analysis outcomes from needs assessment as well as data collected from the web interface and follow-up knowledge sharing event, identify top capacity building priority, and develop the small scale training opportunity; (2) *conference travel* for three partnership members (PMT as well as SC – this includes students) for attendance at a relevant international conference to present results and implications from Phase one and two (includes flight, transportation, accommodations, registration and per diems – *Total $5,000*). We will subsidize travel with additional travel bursaries available to students and other partnership members where possible. **Other – Professional / Technical Services** includes *contract services for a facilitator* for the small scale training opportunity for the Winter of 2016**.** We envision the training opportunity to be a one week institute or 6-part workshop series and estimate fees for a facilitator at *total of $3,500* plus $1,500 cash contribution from a partner for preparation of materials and facilitation during the training. We have also allocated $500 for *web interface maintenance* for this fiscal year. **Other-Supplies** includes the *printing and distribution* of 250 copies of the summary report to provincial ECD stakeholders (*Total $450*) as well as *project printing and office supplies* (*Total $1500*) to provide resource and supplies needed for the training opportunity and additional meetings throughout the year. **Other Expenses** – includes (1) hosting of SC meetings (one 2-day planning meeting with approx. 20 participants (*Total $550*) and 2 smaller SC meetings ($125/meeting for beverages and snacks =*$250*) with off-site members participating via teleconference); (2) hosting the follow-up knowledge sharing event for a group of approx. 30 individuals in an Edmonton location (*Total $1,475.70* includes venue rental, catering for breakfast and lunch); and (3) hosting of the small scale training event for one week (*Total $1,000* includes breakfast and lunch costs for approximately 20-25 participants). We anticipate charging a nominal fee ($50 x 20-25 participants to offset hosting costs).

 Year 3 (April 2016 – Jan 2017): supports the completion of *Phase 3 activities* which includes review and assessment of feedback from the training opportunity, review of project outcomes and development of the SSHRC Partnership Letter of Intent for Feb 2017. **Personnel** costs will include the final prorated 9-month year for the *Masters ($18,688.18) and PhD student GRA ($11,766.05)* with an additional combined $12,200 cash contribution to both positions. The PhD GRA will assume many of the responsibilities of the Masters level non-student as they will have been mentored for the past 2-years of the project. The GRAs will support the writing of funding reports, new grant opportunities and publications as well as the final SC meetings and the creation of next steps for sustaining the ECN network of practice. **Travel and subsistence: Team** includes *conference travel* (including flights, transportation, accommodations, registration, and per diems) for two SC members and the PhD student to a national conference to share partnership outcomes (*Total $5,000*). **Other – Professional / Technical Services** includes a final 9 months of web maintenance (*Total $500*) to support ongoing provincial/national dialogue as we move towards next funding steps for the ECN. **Other expenses-** includes hosting *one SC meeting* (*Total=$100* for beverages and snacks) with teleconference participation from off-site members, as we finalize the project outcomes and report, and prepare a SSHRC Partnership Grant LOI. **In addition to cash contributions, we have a total of $110,660 in-kind contributions towards this project. Please refer to the contributions plan, partner contributions budget, and letters of engagement for specific in-kind allocations.**

Family name, Given name
Gokiert, Rebecca

Expected Outcomes
Elaborate on the potential benefits and/or outcomes of your proposed research and/or related activities.

Scholarly Benefits
Indicate and rank up to 3 scholarly benefits relevant to your proposal.

Rank	Benefit	If "Other", specify
1	Enhanced curriculum	
2	Knowledge creation/intellectual outcomes	
3	Student training/skill development	

Social Benefits
Indicate and rank up to 3 social benefits relevant to your proposal.

Rank	Benefit	If "Other", specify
1	New or enhanced partnerships	
2	Training and skill development	
3	Enhanced professional practice	

Audiences
Indicate and rank up to 5 potential target audiences relevant to your proposal.

Rank	Audience	If "Other", specify
1	NGO and community organizations	
2	Provincial/territorial government	
3	Professional and/or scholarly associations	
4	Academic sector/peers, including scholarly associations	
5	Students	

Social Sciences and Humanities
Research Council of Canada

Conseil de recherches en
sciences humaines du Canada

Family name, Given name

Gokiert, Rebecca

Expected Outcomes Summary

Describe the potential benefits/outcomes (e.g., evolution, effects, potential learning, implications) that could emerge from the proposed research and/or other partnership activities.

The emerging provincial partnership, focused on aligning intersectoral understanding of all aspects of evaluation among early child development (ECD) stakeholders, will facilitate a shift in evaluative thinking among community agencies and funders with the long term goal of informing and strengthening practice, program, and policy decision making that leads to positive long term outcomes for children and families. To accomplish this, we will research: (1) the process and best practices in establishing and sustaining a multidisciplinary and intersectoral community-university partnership; (2) the role of community engagement in facilitating public discourse towards a common understanding of evaluation related issues and challenges being experienced across the ECD sectors; (3) how to develop effective and sustainable training opportunities; and (4) how to establish a model of intersectoral community-university engagement in evaluation that is applicable to other fields of practice.

The partnership and results of partnered research will be of particular interest to community engaged scholars, academic and professional organizations that are responsible for evaluation training, and stakeholders that require capacity and resources in evaluation. With effective integrated and end of project knowledge mobilization of research outcomes across diverse stakeholders such as government, academic institutions and students, funders, and community agencies, we anticipate significant scholarly and social impacts.

Social Benefits

Through enhanced public discourse among ECD stakeholders such as government, funders, academics, and community organizations, we anticipate: (a) enhanced understanding of the evaluation challenges and issues currently being experienced across sectors; (b) enhanced evaluation capacity through training and skill development opportunities for community organizations that are accessible, affordable and rigorous; and (c) shifts in evaluation practice resulting in enhanced outcomes that inform and improve practice, programs, and policies in early child development.

Scholarly Benefits

Through the use of a community-based participatory research approach to this project that is grounded in equitable partnerships and mutual benefit, we anticipate: (a) formal community-university partnerships in evaluation that can be expanded to a national context; (b) enhanced co-learning and co-creation of knowledge from this project; (c) mentorship of undergraduate and graduate students in partnership development, community-based research, community engagement, and knowledge mobilization; (d) enhanced university-based curriculum (e.g., evaluation courses, field-based research and evaluation experiences) by faculty members utilizing the knowledge gained from the project; (e) effective knowledge mobilization strategies and tools that enhance dialogue (e.g., community engagement forums) and action; (f) development of evaluation-based curriculum and resources that build skill, knowledge, and practice in evaluation; (g) enhanced understanding of the processes, methods, and tools that are critical for building and sustaining community-university partnerships; and (h) a model for evaluation practices and outcomes, based on a community-university partnership approach, that can be generalized beyond the early child development sector.

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Why a Partnership Approach?

A partnership approach is necessary for the Evaluation Capacity Network (ECN) project because it (a) brings together stakeholders to engage in an intersectoral, interdisciplinary dialogue; (b) ensures community needs and values are the foundation of the network; and (c) provides principles and methods to guide the work. This partnership development proposal, initiated by community-driven discussions, is critical to strengthen our provincial partnership and expand it over the life of the project into a national partnership. The project will support the development of a broad network of multidisciplinary and intersectoral partners interested in aligning intersectoral understanding and use of evaluation. This will result in a shift in evaluative thinking among stakeholders that grounds evaluation practices in a model that will inform and strengthen practice, program, and policies in early child service provision. Intersectoral partnerships can decrease duplication of efforts with diverse purposes and stimulate novel solutions once contrasting perspectives are addressed (Waddell & Brown, 1997). For many years, evaluation experts have recognized the importance of the interests, views, involvement, needs, and roles of all stakeholders in evaluation practice and theory (Alkin, 2004; Cockerill, Myers, & Allman, 2000; Cousins & Earl, 1992). Our current partners represent stakeholder groups whose definition(s) of evaluation effectiveness, practices, and outcomes are influenced by the sector within which they work and the role they play in supporting early child development (ECD) programs, practices, or policies. Our partnership will be grounded in a community-based participatory research approach (CBPR) (Israel, Schulz, Parker, & Baker, 1998), which integrates research, action, reflection and communication. Utilizing a CBPR approach provides partners with opportunities to expand their evaluative thinking, capacity and expertise through collaborative dialogue that will align a diverse array of perspectives, knowledge and skills into a model for evaluation in ECD program and policy development. Partners have been carefully chosen for the important expertise they bring, and the role they will play in working together to recognize and address the complexity of intersectoral evaluative thinking and culture. For example, understanding the processes and expectations of how funders create evaluation requirements requires government and funder partner involvement. Developing effective methods and approaches to studying effective community-university partnerships requires partners with access to intersectoral ECD communities and expertise in CBPR, and quantitative and qualitative methods. Identifying the current perspectives of evaluation practices, issues, and challenges encountered by community agencies requires partners with the ability to engage with other community stakeholders including universities. Engaging partners who can mobilize shared evaluation metrics into current provincial and national evaluation networks is essential to effect positive change in evaluation in the field of ECD.

Establishing a strong collaborative partnership through a CBPR approach will provide the foundation for a sustainable Evaluation Capacity Network (ECN) with the overarching goal of aligning evaluative thinking among early child stakeholders and enhance capacity for effective evaluations that inform and strengthen practice, program, and policies in early childhood. The four main research objectives of this partnership development grant are to: (1) understand best practices in establishing and sustaining an intersectoral community-university partnership; (2) understand the role of community engagement in facilitating a common understanding of evaluation related issues and challenges being experienced across sectors; (3) develop and study effective and sustainable capacity building resources; (4) understand how to establish a model of intersectoral community-university engagement in evaluation that is applicable to other fields of practice. The research outcomes will inform the development of additional funding proposals (such as the SSHRC Partnership Grant LOI) to take our provincial Evaluation Capacity Network to a national level partnership.

Governance Structure

The collaborative approach of this project is grounded in a high degree of partner engagement and

comprehensive partner communication. The partnership project will be *hosted by the Community-University Partnership* for the Study of Children, Youth, and Families (CUP) at the University of Alberta, which has over a decade of experience in assembling groups of researchers, practitioners, educators, and policymakers to facilitate, design, and implement collaborative, community-based research and knowledge sharing initiatives.

The current partnership includes *11 invited partners and 5 community collaborators* who are key provincial and national decision-makers that play significant roles in shaping evaluation practices within community agencies or that provide funding and direct evaluation requirements for early child programs: Alberta Centre for Child, Family and Community Research, Government of Alberta Human Services, Big Brothers and Big Sisters of Edmonton, Boyle Street Community Services, Centre for Research on Educational and Community Services, Early Child Development Mapping Project, Edmonton Community Foundation, Northwest Territories Department of Education-Culture and Employment, Multicultural Health Brokers Cooperative, Muttart Foundation, United Way of the Alberta Capital Region, and Women and Children's Health Research Institute. The partnerships' *8 co-applicants and 1 academic collaborator* represent expertise from the Educational Psychology, Extension, Pharmacy, Education, and Public Health from the University of Alberta and Ottawa, as well as knowledge of the government and non-profit sectors. Because the impetus for this partnership project was created based on voices from community and university partners, partner buy-in and commitment is evident in funding commitments (see *Budget and Justification*). A Research Collaboration Agreement (see *Evidence of Formal Partnership*) and governance structure of interconnected community-university committees will design, operate, and promote the ECN. See Fig. 1 for Proposed Governance Structure.

The <u>Steering Committee (SC)</u> includes representatives from each invited partner organization (encompassing representation from government, community agencies, funders, and academia) and one co-applicant from each individual academic faculty/department. The SC is the decision-making body for
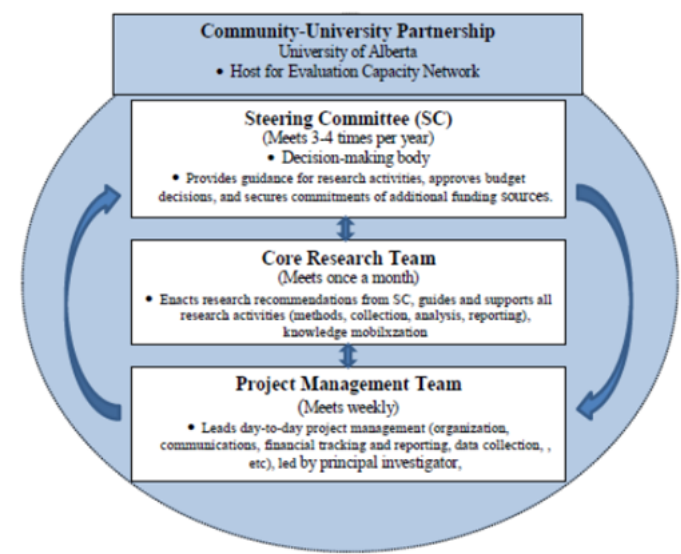
Figure 1: Proposed ECN Governance Structure

the ECN and provides high-level guidance, support, and direction for partner engagement, research direction, data interpretation, knowledge mobilization, and funding initiatives. The SC will have two co-chairs (one community and one academic) that will serve as a point of contact to enable time sensitive decision-making based on overall guidance from the Steering Committee. We will host two face-to-face SC meetings in: (1) June 2014 to consolidate the ECN partnership's governance, roles and responsibilities, and work plan; and (2) March 2015 to interpret data collected during the community forums, determine how to mobilize findings, prioritize a small scale evaluation capacity building opportunity, and facilitate initial discussions around the development of a SSHRC Partnership Grant and other funding opportunities.

The decisions and guidance from the Steering Committee will be used to provide direction to the <u>Core Research Team (CRT),</u> which is responsible for the design, development, and implementation of the research component of the partnership project. The CRT will meet monthly to guide the development of

the working paper for the community forums, data collection methods and tools for the needs assessment and knowledge mobilization process, as well as the creation and management of future research grants for ECN.

The Project Management Team (PMT) meets weekly and is responsible for the development and monitoring of the plans, schedules, budgets, and deliverables of the partnership project within the established time frames and quality guidelines approved by the Steering Committee. Drs. Gokiert and Poth will co-lead the PMT and the graduate students will be part of this team. All committees and teams are vehicles for communication during the partnership project, and will enable for regular communication and information sharing activities based on communication plans collaboratively developed during the face-to-face Steering Committee meetings.

Intellectual Leadership of Partnership
The intellectual leadership of the partnership and the associated research project will be determined collaboratively during the June 2014 Steering Committee meeting where partners will co-develop a governance structure, roles, responsibilities, expectations, and budget allocations. There will be time allotted for the partners to meet and develop work plans that will include provisions for leadership opportunities and collaborative decision-making. Currently, all partners, co-applicants and collaborators have contributed to the development of this proposal and initial work plan (see *Evidence of Formal Partnership*), but we expect these roles will continue to evolve and mature over the life of the project. The success of partnership depends on the expertise of each of its co-applicants, collaborators, and invited partners to contribute their necessary specializations and mentor other partners. For example, one partner brings expertise in qualitative methods and knowledge mobilization while another brings leadership to engage ECD stakeholders who are currently addressing the demands of evaluation. There will also be several opportunities for the involvement of graduate students throughout the life of the project as research assistants, facilitators, data collectors, data analysts, and knowledge mobilizers. All graduate research assistants will be mentored by community and academic members, and will be given the opportunity to learn from Steering Committee meeting participation.

Anticipated Challenges & Solutions
Based on past experiences of the Evaluation Capacity Network partners, several challenges can be anticipated: (a) difficulties in agreeing on intersectoral priorities for the research portion of the partnership, (b) demand for capacity building and educational resources that outstrip human and financial capital provided by this project, (c) supporting and sustaining effective communication among partners from diverse sectors, and (d) limited resources to expand the network and its activities. In order to allay these challenges, we plan to (a) collaboratively develop terms of reference for each governance level, and work plans to accomplish common goals, seek regular guidance from the Steering Committee on ways to navigate differing sectoral barriers, and require partners to demonstrate willingness and ability to respond to issues and work together across sectors; (b) select a manageable small-scale training opportunity to pilot and closely monitor progress; (c) establish a communication plan as part of the work plan during the 3-day Steering Committee meeting that can be regularly revisited and revised in future meetings; and (d) devote Steering Committee meeting time to develop partnership strategies for confirming and/or securing further in-kind/cash contributions to support the activities of the partnership. Due to the nature of this funding, we expect to be exploring creative ways to secure additional funding through various funding agencies, foundations and organizations. Securing additional funding for the partnership will ensure that we are able to develop knowledge mobilization materials based on the needs assessment findings that meet the various needs of our sectoral partners. We will also be in a position to support the development of a larger SSHRC Partnership Grant, as part of a new project to build on the

outcomes of this partnership. Time commitment of all partners is needed in order to maintain momentum. The time demands may be challenging and by applying a community-based participatory approach to the project we will distribute time, coordination, and governance commitments.

Benefits for Partners
The key partners identified in this proposal will benefit from their participation in the activities of the proposed partnership and resulting research and knowledge mobilization activities. All will benefit from participating in the intersectoral network that is being developed and for each partner the activities contribute to the aims and goals of their organizations or agencies. For example, the University of Alberta's *academic* plan places emphasis on community engagement and the scholarship of engagement. Individual Faculty and Department academic plans complement the focus on community engagement through key principles that guide learning, discovery and citizenship. The Centre for Research on Educational and Community Services (CRECS) at the University of Ottawa aims to produce new knowledge and mobilize existing knowledge to improve practice and policy and to provide student training through a graduate diploma program in Program Evaluation. This partnership project will support the goals and priorities of partners' academic faculties and provide students' opportunities for rich research experiences and involvement in multidisciplinary, intersectoral collaboration and community-engagement.

Community agencies and organizations that deliver and/or support programming for early childhood such as Big Brothers and Big Sisters of Edmonton, Edmonton Community Foundation, Boyle Street Community Services, Multicultural Health Brokers Cooperative, and Muttart Foundation will (a) expand their understanding of the evaluation challenges and issues currently being experienced across sectors, (b) translate and utilize the outcomes of the needs assessment within their own sectors, (c) foster intersectoral relationships that will build capacity initiatives, and (d) stimulate positive change in evaluation in the field of ECD.

Government partners from Alberta and the Northwest Territories benefit through enhanced program, practice and policy development. The information gathered through the ECN will (a) contribute to improving both universal and targeted programs, (b) assist policymakers in assessing needs, and (c) empower the policymakers, program planners, and not-for-profit community agencies by providing increased capacity to access evaluation expertise and capacity. Our resources and findings, as a result of the project, will benefit similar programs regionally, provincially, and nationally, and consequently ECD will benefit from evidence-informed services and programs.

Graduate and undergraduate students will become directly involved in the partnership project activities associated with ECN. A number of research assistant positions and practicum opportunities will be offered to support selected activities of the ECN partnership and its associated research goals.

Invited Partners & Collaborators (Confirmed)

- ***University of Ottawa, Centre for Research in Educational and Community Services***
  Contact: Dr. Bradley Cousins, Director
  Website: http://www.socialsciences.uottawa.ca/crecs/eng/
- ***The Alberta Centre for Child, Family and Community Research***
  Contact: Dr. Robyn Blackadar, Executive Director
  Website: http://www.research4children.com/
- ***Government of Alberta, Human Services, Quality Assurance and Continuous Improvement Branch***
  Contact: Dale Sobkovich, Acting Executive Director
  Website: http://humanservices.alberta.ca/
- ***Boys and Girls Clubs Big Brothers Big Sisters of Edmonton and Area***
  Contact: Liz O'Neill, Executive Director
  Website: http://bgcbigs.ca/
- ***Edmonton Community Foundation (ECF)***
  Contact: Dr. Martin Garber-Conrad, Executive Director
  Website: http://www.ecfoundation.org/
- ***Government of the Northwest Territories, Department of Education, Culture and Employment***
  Contact: Dr. Susan Hopkins, Director, Planning, Research & Evaluation
  Website: http://www.ece.gov.nt.ca/
- ***Multicultural Health Brokers Cooperative (MCHB)***
  Contact: Dr. Yvonne Chiu, Executive Director
  Website: http://mchb.org/
- ***United Way of the Alberta Capital Region (UW)***
  Contact: Allen Undheim, Chief Executive Officer
  Website: http://myunitedway.ca/
- ***Women and Children's Health Research Institute (WCHRI)***
  Contact: Dr. Sandy Davidge, Director
  Website: http://wchri.srv.ualberta.ca/
- ***Muttart Foundation***
  Contact: Dr. Christopher Smith, Assistant Executive Director
  Website: http://www.muttart.org/
- ***Early Child Development Mapping Initiative***
  Contact: Dr. Susan Lynch, Project Director
  Website: https://www.ecmap.ca/Pages/default.aspx
- ***Boyle Street Community Services***
  Contact: Julian Daley, Executive Director
  Website: http://www.boylestreet.org/

Potential Partners (Not yet confirmed)

- ***City of Edmonton, Child Friendly Strategy***
  Contact: Cheryl Gagnier
  Website: http://www.edmonton.ca/for_residents/programs/child-friendly-edmonton.aspx
- ***Society for Safe and Caring Schools and Communities,***
  Contact: Marnie Pierce, Executive Director
  Website: http://safeandcaring.ca/
- ***Early Childhood Development Priority Initiative, Alberta Human Services***

Contact: Dr. Cheryl Frickie
- ***Government of Alberta, Culture, Community Engagement***
Contact: Anne Davidson
Website: http://culture.alberta.ca
- ***Canadian Evaluation Society***
Contact: Larry Bremner, President
Website: http://www.evaluationcanada.ca/

Other Partners (Not yet invited)

Our team is beginning to contact with the following organizations in an effort to continue to expand the Evaluation Capacity Network and gain insight and feedback from organizations that have developed best practices on building evaluation capacity building training opportunities, incorporating evaluation into government policy frameworks, as well as tailoring evaluation practices to be culturally valid. At the end of November 2013, we will travel to Winnipeg to make initial contact with J. Mignone and L. Boyd. This list will continue to grow along with the Network partnerships.

- ***University of Manitoba, Summer Institute in Program Evaluation***
Contact: Dr. Javier Mignone, Director
Website: http://thesummerinstitute.ca/
- ***Healthy Child Manitoba, Policy Development, Research and Evaluation, Government of Manitoba***
Contact: Leanne Boyd, Director
Website: http://www.gov.mb.ca/healthychild/index.html
- ***Bent Arrow Traditional Healing Society, Edmonton, Alberta***
Contact: Cheryl Whiskeyjack, Executive Director
Website: http://bentarrow.ca/

The success of the ECN partnership project depends on the combined expertise of all participants, which requires people with access to intersectoral ECD communities; expertise in CBPR, evaluation, and quantitative and qualitative methods; an understanding of funder evaluation needs and expectations; the ability to engage community stakeholders including universities; and the capacity to mobilize shared evaluation metrics into current provincial and national ECD networks.

Academic Co-Apps & Collaborators: *Rebecca Gokiert,* Assistant Director, Community-University Partnership (CUP) and Assistant Professor, Extension, University of Alberta (UofA), brings expertise in early child measurement, interdisciplinary and multisectoral evaluations in the field of ECD, CBPR, and community engagement. As principal applicant, she will administer the grant and play a central role in all the phases of the project including partnership development, research design, staff and student supervision, community engagement, knowledge mobilization, and capacity building. *Cheryl Poth,* Associate Professor in Assessment, Measurement and Evaluation, Educational Psychology, UofA, has led evaluations in post-secondary and early child settings, provincial ministries, and international NGOs. She is well connected within the professional evaluation community and will facilitate connections to the Canadian Evaluation Society. Poth will co-lead the project with Gokiert and they will both play a key role in mentoring students, aligning evaluation related practicums in their graduate courses with ECN research and capacity building activities. *Jane Springett*, Professor and Director of Centre for Health Promotion Studies, UofA, has over 20 years of experience as an evaluator working across many different social sectors and internationally. She will bring her practical as well as academic experience in evaluation and participatory research to inform intersectoral partnership development and community engagement. *Robyn Blackadar*, President and CEO of The Alberta Centre for Child, Family and Community Research, has expertise in knowledge management and mobilization, funder expectations and requirements, and current intersectoral and provincial ECD initiatives. She will provide insights into the differing perspectives of evaluation from government and academia and provide intellectual leadership in knowledge mobilization and intersectoral collaboration. *Susan Hopkins*, Director of Planning, Research and Evaluation, Department of Education, with the GNWT has extensive experience leading early child research projects and working across departments to support ECD initiatives. She will offer a government perspective of evaluation needs and expectations, serve on the steering committee, and engage her territorial ECD networks in mobilizing partnership knowledge developed through the ECN. *Laurie Schnirer,* Associate Director, CUP, and Assistant Professor, Extension, UofA, brings expertise in CBPR, partnership development, and project management. She will participate in the steering committee and core research team, supervise students and staff, work with the research team to choose appropriate partnership methods and measures, and assist in strategic planning and securing funds. *Maria Mayan*, Associate Professor, Extension, UofA, and team lead for the Women and Children's Health Research Institute, is an expert in CBPR, qualitative research, and knowledge translation. She will contribute to the overall rigor of the partnership project, support knowledge translation activities, and supervise students. *Stanley Varnhagen* (Academic Director) and *Jason Daniels* (Associate Director) of the Evaluation and Research Services, Extension, UofA bring expertise in program evaluation, research ethics, and applied educational research particularly within the education environment. They use participatory methods to engage their stakeholders from university, government, and other diverse backgrounds in evaluation. They will provide intellectual leadership in evaluation methods, as well as provide graduate student mentorship in the partnership. *Sharla King*, Assistant Professor, Educational Psychology and Director of the Health Sciences Education and Research Commons, Health Sciences Council, UofA, has worked in the area of interprofessional education for the past 10 years and will contribute to the steering committee by bringing a unique health perspective and translating project findings within the health sector. *Ken Cor*, Assistant Professor and Director of Assessment, Pharmacy and Pharmaceutical Sciences, UofA, has expertise in educational measurement and evaluation. As the Director of Assessment he provides evaluation expertise,

consultation and mentoring to programs, faculty, and students. He will participate on the steering committee and bring project knowledge to the field Pharmaceutical Science.

Partner Organizations & Community Collaborators: *University of Ottawa*'s Centre for Research in Educational and Community Services (*J. Bradley Cousins)*, collaborates with the educational, social service and community health sectors, produces practices and policy to improve the health and well-being of children, and provides evaluation training to students and service delivery professionals. The Centre will contribute to knowledge creation, fostering partnerships at the national level, and building capacity within their networks. *Alberta Centre for Child, Family, and Community Research* (ACCFCR) aims to improve child development by conducting, funding and mobilizing research for evidence-informed policy and practice. The Centre is currently co-leading the Research and Innovation Strategy for the Government of Alberta's Early Childhood Development Priority Initiative, and has a well-developed and coordinated knowledge mobilization network that is both intersectoral and cross ministerial. *Women and Children's Health Research Institute* (WCHRI**)** at the UofA supports multidisciplinary research through grant competitions, ongoing research funding, professional development and expert resources. WCHRI has a wide network of researchers and healthcare professionals who can contribute their expertise in evaluation, and mobilize shared evaluation metrics through their networks. *Early Child Development Mapping Project* (ECMap) gathers population-level development outcomes on young children in Alberta. ECMap is comprised of a group of agencies and individuals that have expertise in early child development, and has access to over 100 province-wide ECD community coalitions that provide a natural space for community engagement and knowledge mobilization. The *Health Sciences Education and Research Common* at the UofA, through access to research and evaluation academics, students, and facilities will provide space, human, and intellectual capital to support the activities throughout all the phases of the project. *Government of Alberta, Human Services* work collaboratively with community partners to deliver programs and services that improve the quality of life for Albertans. As a partner and knowledge user, Human Services will participate in community forums and a network of practice. *Government of the Northwest Territories, Department of Education, Culture and Employment* offers ECD programs and services to improve the lives of its residents, and will serve as a partner, knowledge user and potential site for national expansion of ECN. *Edmonton Community Foundation* (ECF) encourages philanthropy and funds charitable activities that meet community needs. Through its relationships with the community including donors, grantees, volunteers and staff, the ECF will bring a funder's perspective to evaluation knowledge and practice. *United Way of the Alberta Capital Region* (UW) provides funding and brings together businesses, governments, community members and more than 50 partners in the social services sector to address the social needs of the community and families. UW will be involved as a partner and knowledge user. *Muttart Foundation* works with other funders and charitable organizations to improve the early learning and care of young children, and to strengthen the charitable sector through charitable activities and funding programs. The Foundation will assist in developing community engagement strategies for the forums and mobilizing knowledge. *Boys and Girls Clubs Big Brothers Big Sisters of Edmonton and Area* work in partnership with over 60 schools and communities to offer programs that address the physical, emotional and academic growth of children and youth. They will participate in provincial ECN forums and apply new evaluation knowledge to their programs and services. *Multicultural Health Brokers Cooperative* (MCHB) works collaboratively with government and communities to support the well-being and integration of immigrant and refugee families. MCHB will be involved in engaging immigrant and refugee community stakeholders and utilize project findings to inform their own evaluation practice. *Boyle Street Community Services* (BSCS) provides community support to individuals that are faced with multiple barriers to community inclusion through programs focused on mental health, family support, housing, and drop-in youth and adult services. BSCS will bring the voice of the urban Aboriginal community to the steering committee and the community forums.

The Evaluation Capacity Network (ECN) will provide unique opportunities for university students, co-applicants, and partners to work with an intersectoral team on a complex, community-based research project. As a multidisciplinary project with substantial practical applications, ECN will provide innovative educational opportunities for students that nurture a new generation of evaluation experts who are skilled in: (a) best practices for establishing and sustaining community-university partnerships in evaluation; (b) how community engagement can facilitate intersectoral collaboration; (c) knowledge translation; (d) building sustainable capacity building resources; and (e) exploring the links among policies, practices, and research. Co-applicants will work collaboratively among disciplines to broaden their knowledge and skill base.

ECN has tremendous **graduate student training opportunities**. **In Year 1,** we anticipate hiring a Masters and Doctoral research assistant to support the development of the working paper, organizing the community forums, summarizing provincial feedback into the summary report, and supporting knowledge mobilization activities in Year 1. These Year 1 GRA positions will not be started until June 2014. By **sustaining these same GRAs into Year 2,** we will enrich their learning opportunities as the team expands knowledge mobilization and builds the small scale training opportunity. By **Year 3**, we will have strengthened the skills and experience of the Masters and Doctoral student GRAs who will coordinate project management until Jan 2017. In Year 3, the students will support conference presentations, research article development and support for the development of the SSHRC Partnership Grant Letter of Intent. Gokiert and Poth, who have extensive experience supervising graduate students in evaluation practicum and thesis related work, will mentor the GRAs. In addition to paid GRA positions, ECN co-applicants at the University of Alberta (e.g., Dept of Educational Psychology, School of Public Health, and Faculties of Pharmacy and Extension) will adapt their evaluation and community-based research courses and practicum requirements to engage students in ECN data collection (via field note observations from provincial forums), facilitation, knowledge mobilization, and evaluation capacity building activities. We will develop a new model for student training in evaluation that expands beyond a one off practicum experience to building and sustaining a longer term relationship with community organizations which has long lasting benefits for both the student and the organization.

Community training activities are an integral part of the ECN project. Community training will take place both within the partnership and as a result of network related research, knowledge mobilization, and capacity building activities. Our partnership is comprised of community, government and academic representatives who will serve as mentors to each other as they navigate collaborative discussions and decision making. Also, the mix of experience among the co-applicants has resulted in a network of research mentorships that builds capacity for spinoff, interdisciplinary, developmental research. As the existing partnership begins to build the broader provincial network, the provincial forums will serve as a place of intersectoral knowledge exchange and mentoring for ECD stakeholders seeking to enhance their evaluation knowledge and capacity. The forums will also serve as a medium for reciprocal learning where community perspectives blend with government, funder and academic evaluation knowledge and practice to produce enriched learning for all involved. We will assess the impact of the knowledge mobilization in these forums through pre and post evaluation. The outcomes of the provincial dialogue, feedback and priority setting will also inform the development of a small-scale training opportunity that will bring together students, community organizations, funders and academics into an event such as a one week evaluation institute. This training opportunity will foster mentoring relationships between practicum students and community/government participants who will work collaboratively through an evaluation case study specific to the needs of the participants. The students will gain real world experience and the participants will gain practical relevant evaluation tools and capacity to meet their needs.

Knowledge Mobilization (KM) Approach

The partnership will work together to develop, implement and, where appropriate, evaluate integrated and end-of-project knowledge mobilization (KM) activities. This partnership development project uses a community-based participatory research (CBPR) approach, which inherently incorporates KM in a dynamic and interactive systemic and contextual process (Trickett, 2011). The research and KM goals, objectives, and activities are closely aligned and often overlap through collaboration, co-learning and knowledge co-creation processes and mechanisms (SickKids Foundation, 2008). For this reason, knowledge development and exchange, as well as KM activities and their evaluation will be integrated into the phases of the projects (see *Goal and Project Description*, pages 3-5): at the level of establishing and sustaining the steering committee and core research team (Phase 1); at the level of developing and mobilizing the community engagement forums (Phase 2), and at the level of capacity building training opportunities (Phase 3). The project phases are sequential, reciprocal and interconnected to fully facilitate the engagement of all relevant stakeholders and the flow of knowledge. Attention is given to implementing socially interactive strategies (e.g., meetings, forums, workshop) as they are effective methods for nurturing communities of practice and provide opportunities for equal participation, mutual capacity building, and shared decision making (Dobbins, Rosenbaum, Plews, Law, & Fysh, 2007). The conventional academic dissemination activities will take place throughout the project through publications and conference presentations.

Knowledge mobilization activities and evaluation

In *Phase 1* of the project, the **steering committee** and **core research team** in particular and the evaluation capacity network in general are comprised of a multidisciplinary and intersectoral group of funders, academics, community organizations and government stakeholders who bring a range of experiences and expertise in evaluation. By engaging these stakeholders we will accomplish our primary KM objectives:

 (1) *Establish internal knowledge flow and exchange* through regular face-to-face meetings, email communication, project website, and project summaries. Through these mediums, the stakeholders will exchange ideas and knowledge with each other, learn about the project progress, and identify other stakeholder groups (locally, provincially, nationally, and internationally) with which to share the project findings.

 (2) *Inform and facilitate changes in ECD evaluation practice and policy* by mobilizing, individually and collectively, the generated knowledge and by using existing mediums (i.e., listserves, networks, meetings). Where appropriate, newsletters, briefs, or summaries of the partnership will be created and shared with partners to distribute to their networks or make public on websites and social media. As a result of these knowledge exchange and knowledge creation processes, a **working paper** will be developed as a primer to the community engagement forums in Phase 2.

In *Phase 2* of the project, the establishment of **community engagement forums** will help in achieving the following KM objectives:

 (1) *Raise awareness* about the evaluation capacity and needs of the ECD community and *inform* organizational and provincial practices and policies. This objective will be reached by distributing the **working paper**, developed by the steering committee and core research team to the relevant stakeholders and individuals that will attend the provincial community engagement forums (we anticipate 30-40 participants per forum x 4), through the project website and mail.

 (2) *Create a network of practice* of relevant stakeholders (such as those that attended the provincial community forums) that will act as sites for consultation, knowledge development and exchange, and networking among a larger group of stakeholders.

- An immediate post forum survey will be used to **evaluate** the effectiveness of the community engagement forums, and gain information about whether participants increased their knowledge, and if and how they plan to enhance individual and organizational practice change post forum.

(3) ***Share the knowledge*** with the participants at the forums, as well as other academic, government and community stakeholders who work in the field of ECD by developing and distributing a **needs assessment summary report,** including recommendations for capacity building. We will distribute the summary report through the project website, partners' networks, and a **knowledge sharing event.** The knowledge sharing event will bring together a range of stakeholders, that had originally participated in the community engagement forums (20-30 participants), from across the province that have shown leadership in developing a network of practice as a result of participating in the project and community forums.

(4) ***Determine capacity building opportunities and ways to enhance and sustain the network of practice*** at the knowledge sharing event, as feedback will be solicited on setting priorities for capacity building opportunities.

In ***Phase 3*** of the project and based on the outcome of the community engagement forums, web-based feedback and knowledge sharing event, a training opportunity will be created with the KM objective to:

(1) ***Build capacity, increase evaluation knowledge and skills, and change evaluation behaviour and practice*** (e.g., utilization of evaluation information to inform program decision making, use of evaluation methods that are inclusive of diverse stakeholder perspectives). This will be accomplished through training, which will include events such as a one-week evaluation training institute, six part evaluation workshop series, and/or open resource evaluation tools. The primary audiences will be funders, government, and community-based organizations. Graduate practicum students will also participate in the learning event as co-learners and co-facilitators.

- The effectiveness of the training opportunity in increasing knowledge and skills, and practice and behaviour change **will be evaluated** through an immediate post training survey and 6-month follow-up survey and/or interview with participants. In addition, we will interview graduate student participants to determine the co-learning, knowledge, and skills they gained as a result of participating and co-facilitating the training opportunity.

Finally, project findings will be disseminated through **conventional, middle and end of grant, academic activities** including conference presentations and journal publications. We will seek opportunities to propose roundtables, panels or discussion groups on evaluation partnerships in early childhood at key conferences such as *the American Evaluation Association, Canadian Evaluation Society, American Educational Research Association* and the *Community-University Expo.* In addition, we will share project findings through local and provincial knowledge sharing venues such as the *Women and Children's Health Research Institute Research Days, Alberta Centre for Child, Family, and Community Research website research portal,* and faculty and departmental conferences (e.g., *Engagement Scholarship Conference* and *Graduate Research Symposiums).* Manuscripts will be submitted to appropriate journals for publication such as *Canadian Journal of Program Evaluation, Evaluation Practice,* and *Journal of Community Practice.* Graduate students working on the project will be invited to be involved with conference presentations and publications to build their skills and will also be encouraged to prepare presentations about their individual experiences working as a part of a multidisciplinary and intersectoral partnership.

Social Sciences and Humanities
Research Council of Canada

Conseil de recherches en
sciences humaines du Canada

Family name, Given name
Gokiert, Rebecca

Funds from Other Sources

List all contributors (e.g., individuals, not-for-profit, philanthropic foundations, private sector organizations) that are providing cash and/or in-kind contributions for the proposal.

Full organization name Contribution type	Confirmed	Year 1	Year 2	Year 3	
	☐				
	☐				
	☐				
	☐				
	☐				
	☐				
	☐				
	☐				
	☐				
Total funds from other sources		0	0	0	

Application WEB

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Canada

| Family name, Given name |
| Gokiert, Rebecca |

Partner's Contributions

A partner is an organization that participates actively in a formal partnership and contributes in a meaningful way to the success of the endeavour.

	Cash	In-kind
Personnel costs	Amount	Amount
Student salaries and benefits/Stipends		
Undergraduate	14,200	0
Masters	0	0
Doctorate	15,232	0
Non-student salaries and benefits/Stipends		
Postdoctoral	0	0
Other	20,000	44,560
Travel and subsistence costs		
Applicant/Team member(s)		
Canadian travel	6,350	4,005
Foreign travel	0	0
Students		
Canadian travel	0	0
Foreign travel	0	0
Other expenses		
Professional/Technical services	6,000	29,000
Supplies	0	0
Non-disposable equipment		
Computer hardware	0	0
Other	0	0
Other expenses (specify)		
	5,718	33,095
Total of all partners' contributions	67,500	110,660
A. Total of all partners' contributions (cash + in-kind)		178,160
B. Total funds from other sources		
C. Total funds requested from SSHRC		197,730
Total cost of project (A + B + C)		375,890

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Confirmed Institutional Contributions (Cash & In-kind)
- *University of Alberta, Kule Institute for Advanced Studies (KIAS)* is contributing <u>cash of $7,000</u> for a graduate research assistantship, partner meetings and team travel (Yr1).
- *University of Alberta, Faculty of Extension* is contributing <u>cash of $3,000</u> towards graduate research assistantships (Yr1) and a total <u>in-kind of $8,625</u> for technical services & classroom space in Yr2.
- *University of Alberta, Vice President Research Office* is prepared to contribute <u>cash of $6,000</u> towards graduate research assistantships in Yr2.

Confirmed Partner Contributions (Cash)
- *Boys and Girls Clubs Big Brothers Big Sisters of Edmonton and Area* will contribute <u>$1,500</u> to the facilitation of the four provincial community forums (Yr1).
- *Early Child Development Mapping Project* will contribute <u>$50,000</u> to support the hiring of a half time Masters Level Research Assistant over 3 years as well as development of the working paper for the provincial forums, travel of provincial stakeholders to the forums, and facilitation of the forums (Yr1).

Confirmed Partner Contributions (In-Kind)
- *Alberta Centre for Child, Family, and Community Research (ACCFCR*) will contribute <u>$15,000</u> to support the knowledge mobilization activities throughout the life of the partnership project including the development of a web interface that will support broader distribution of and feedback on the working paper (Yr1) and the summary report (Yr2) to provincial stakeholders as well as hosting a knowledge sharing event and a small scale training opportunity (Yr2).
- *Edmonton Community Foundation* will contribute $<u>5,000</u> towards the facilitation of the Edmonton based community forum (Yr1) and a facilitator for the small scale training opportunity to be hosted at the University of Alberta, Faculty of Extension (Yr2).
- *Centre for Research on Educational and Community Services*, University of Ottawa will contribute <u>$17,000</u> in-kind of Dr. Brad Cousins' expertise and consultation services throughout the life of the project for teleconference and face-to-face meetings as well as reviewing services.
- *Government of Northwest Territories, Dept of Education, Culture and Employment* will contribute <u>$4,005 </u>in-kind travel support for their Steering Committee representative to attend a face-to-face meeting in Yr1&2 of the project as well as to attend one of the community forums in Yr1.
- A number of our partners are providing in-kind staff time contributions for Steering Committee meetings, space and administrative support, or the development of specific knowledge mobilization tools: Alberta Human Services (<u>$1,680)</u>, CUP (<u>$52,350</u>), and Multicultural Health Brokers Co-operative (<u>$5,000</u>), Women & Children's Health Research Institute (<u>$2,000</u>).

Funding to be Sought
We have been communicating about the evolution of the Evaluation Capacity Network to a number of organizations (see *Potential Partners Section*) and as we bring them into the Network we will seek their input and financial or in-kind contributions for activities above and beyond those requested from SSHRC PDG grant such as enhanced knowledge mobilization. We will also seek additional institutional opportunities to further fund the graduate student research assistantships (i.e. Faculty of Extension Research Grant $10,000, Killam Operating Grants $7,000-$50,000) and to support knowledge mobilization at national and international conferences (i.e. institutional and departmental graduate student conference funding opportunities). Finally, our intent in pursuing the Partnership Development Grant and in building our provincial based partnership to the national level is to strengthen and extend our research and partnership towards a Letter of Intent for the SSHRC Partnership Grant in Feb 2017.

The Evaluation Capacity Network (ECN) is an emerging partnership that was initiated in response to a request from community partners to further dialogue among intersectoral stakeholders who support evaluation of programs. The goal is to create a central point where stakeholders could access coordinated evaluation capacity building resources, and ensure high quality training, practice and research in evaluation. The current emerging partnership is based on preliminary agreement amongst partners that evaluation within the field of early child development is an important area for further dialogue, research and networking.

The ECN partnership will be governed and guided by a Steering Committee (SC) that will meet in the early months after SSHRC funding is approved to solidify working relationships, roles and responsibilities, governance, and a work plan. In order to solidify this type of intersectoral partnership, we will need to establish a Partnership Collaboration Agreement that all partners can agree to and sign their individual or organization name. In Appendix A, you will find a working draft of what a Partnership Collaboration Agreement (PCA) might entail based on our previous experience in developing community-university research agreements. This draft will serve as the basis for those early conversations with the Steering Committee. The SC will also need to develop and approve a work plan to ensure that all phases of the project are well supported and connected in achieving our partnership and research related goals. Appendix B provides a work plan draft for the project that will be reviewed, edited and approved by the SC in their first 3-day face to face meeting in June 2014.

APPENDIX A – ECN Partnership Collaboration Agreement (Working Draft)

Evaluation Capacity Network (ECN)

Partnership Collaboration Agreement

THIS PCA, made effective as of the ＿＿＿ day of ＿＿＿＿, 2013

Between

The Partners
(referred to collectively as the "Partners")

(insert names of all ECN partners here)

A. Purpose

This document constitutes a Partnership Collaboration Agreement (PCA) between the Partners of the Evaluation Capacity Network to work in collaboration, using a community-based participatory research approach, to: (1) understand how to conduct an intersectoral needs assessment using community forums with the aim of identifying common evaluation knowledge (i.e. language, metrics, methods, theories and issues) and capacity gaps; (2) develop and deliver educational resources and opportunities that address these gaps and then to evaluate and refine the resources; and (3) to nurture and sustain an Evaluation Capacity Network that supports ongoing dialogue of evaluation experts, government, funders, and community agencies at a national level, and knowledge translation of community engaged evaluative practices across the range of sectors that impact ECD.

This PCA sets forth (1) the principles of the partnership, (2) roles and responsibilities of each Partner, and (3) the principles of data ownership, sharing, and dissemination in facilitating the Project.

The success of the partnership is dependent on the collaboration and participation of all Partners in the principles laid out in this PCA.

B. Project Overview

i. Background

The development of the Evaluation Capacity Network is based on several considerations reflective of the current need for evidence-based outcomes and measurement challenges resulting from the multidisciplinary nature of the early child development (ECD) field. First, maximizing ECD outcomes has long been a priority for policymakers, program leaders, practitioners, parents, and the public. Currently within Alberta, government departments, research institutes, community leaders, and experts are collaborating to support the development of the Social Policy Framework (Government of Alberta [GoA], 2013a); Premier Council on Alberta's Promise Act (Government of Alberta [GoA], 2008); the Together we raise tomorrow approach (Government of Alberta [GoA], 2013b) to track, monitor, and improve outcomes for young children; and a Children's First Act (Government of Alberta [GoA], 2013c) which is currently awaiting proclamation. Second, current evidence underscores the critical importance of the early years to lifelong learning and health. Policy and service initiatives, which promote development during the first five years of life, are recognized to be highly cost-effective, as they can reduce expensive interventions in later years when issues such as learning deficits, behaviour problems, and chronic disease manifest (McCain, Mustard, & Shanker, 2007; Shonkoff & Phillips, 2000). The holistic nature of early child development demands the involvement of a complex network of individuals, agencies, programs and funders to support children and families. Creating an integrated ECD system that aligns stakeholders' efforts and improves child outcomes is perceived as one of the major challenges in Alberta. Third, as provincial and territorial governments across Canada focus their efforts and funding towards initiatives that improve ECD outcomes (e.g., Government of Alberta, 2013d; Government of the Northwest Territories, 2013), there is an increasing need to provide evidence of program and service effectiveness. Many community agencies therefore are feeling the need to increase their evaluation capacity, demonstrate impact, and justify continued support. Unfortunately, community driven ECD programs and services occur within a context that is challenged by funding, human resource capacity, evaluative expertise, and diverse outcome measures. The emerging partnership project provides a medium to expand the dialogue and explore the disconnect among evaluation language, focus and expected outcomes between the sectors and begin to expand connections and dialogues across the country.
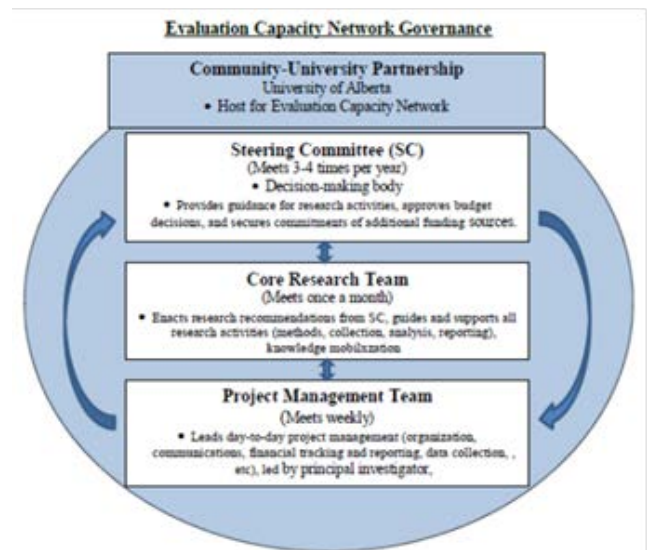
ii. *Goals and Objectives*:

The aim of the Evaluation Capacity Network is to address the diverse perspectives of evaluation of early child development (ECD) programs and policies; broaden intersectoral understanding of evaluation practices, methods and theories; and create sustainable evaluation knowledge and capacity building and knowledge sharing opportunities in the field of ECD. The partnership will enhance dialogue and knowledge mobilization among *community agencies and organizations* that deliver ECD programming, *funders* that influence evaluation of programs for children and families in the province of Alberta, *government partners* that impact ECD program funding, policy development and service delivery, and *academics/ academic institutions* that train future evaluators and support community agencies with evaluation services and resources. We will research the process of establishing the Evaluation Capacity Network partnership by exploring:

1. the best practices in establishing and sustaining an intersectoral community-university partnership;
2. the role of community engagement in facilitating a common understanding of evaluation related issues and challenges being experienced across sectors;
3. how to develop effective and sustainable capacity building resources; and
4. how to establish a model of intersectoral community-university engagement in evaluation that is applicable to other fields of practice.

iii. *Project Governance*

- The Steering Committee (SC) includes representatives from each partner organization (encompassing representation from government, community agencies, funders, and academia) and one representative from each individual academic faculty. The SC is the decision-making body for the ECN and provides high-level guidance, support, and direction for partner engagement, research direction, data interpretation, knowledge mobilization, and funding initiatives. Terms of reference for this committee will be developed separately from this PCA.

Evaluation Capacity Network Governance

Community-University Partnership
University of Alberta
• Host for Evaluation Capacity Network

Steering Committee (SC)
(Meets 3-4 times per year)
• Decision-making body
• Provides guidance for research activities, approves budget decisions, and secures commitments of additional funding sources.

Core Research Team
(Meets once a month)
• Enacts research recommendations from SC, guides and supports all research activities (methods, collection, analysis, reporting), knowledge mobilization

Project Management Team
(Meets weekly)
• Leads day-to-day project management (organization, communications, financial tracking and reporting, data collection, , etc), led by principal investigator.

- The Core Research Team (CRT) is responsible for the design, development, and implementation of the research component of the partnership project. The CRT will guide the development of the working paper for the community forums, data collection methods and tools for the needs assessment, and knowledge mobilization processes, as well as the creation and management of future research grants for Evaluation Capacity Network. Terms of reference for the CRT will be developed separately from this PCA.

- The Project Management Team (PMT) is responsible for the development and monitoring of the plans, schedules, budgets, and deliverables of the partnership project within the established time frames and quality guidelines approved by the Steering Committee.

NOTE: All committees and teams are vehicles for communication during the partnership project and will enable regular communication and information sharing activities based on communication plans.

iv. ***Duration and Amendments***
The Evaluation Capacity Network will undertake the activities described in this PCA during the period commencing on the Effective Day of this PCA and ending on (insert date), unless sooner ended in accordance with the terms of this PCA or extended, renewed, or amended by mutual consent and written agreement by all Parties.

v. ***Funding, Fiscal Responsibility***
From the funds received from (partners, University of Alberta, KIAS, additional funding sought - insert names of funders), the University will be responsible for managing the funds with the guidance of the Steering Committee utilizing the Research Services Office (University of Alberta).

vi. ***Phases:*** INSERT FINAL APPROVED WORKPLAN

C. Philosophy / Principles of the Partnership
Throughout this research project, the Partners agree that the following principles will be followed:

- The research process shall be meaningful, relevant and beneficial to all Partners. Further, the Partners agree they will strive to respect the privacy, dignity, strengths, knowledge, experiences, and viewpoints of all Partners.

- We acknowledge the different skills, experiences, mandates and protocols of each Partner. We will make every effort to seek balance through respect for each others differences. We also acknowledge that due to the culture of different ECD sectors it may be necessary to seek advice from sources of leadership outside of the ECN. The partners will strive to resolve conflict and make final decisions based on achieving a significant degree of consensus.

- We agree that decisions regarding research questions, data collection, interpretation of results, drafting research reports, and dissemination of findings will be guided by the Steering Committee. The research process will reflect a balance that is relevant and beneficial to all Partners.

- A Partner has the right to raise concerns about the interpretation of the research results. A differing interpretation of the results must be fully explained and agreed upon through a consensual decision making process. This requires a significant degree of agreement and group solidarity in sentiment and belief.

- In communicating the Evaluation Capacity Network and its outcomes to all stakeholders we agree that the terminology, language, and manner of sharing research will be appropriate to the audience. We will strive to establish open and transparent lines of communication throughout the research. The partners will support each other in communicating with additional project partners.

- We will strive to engage diverse and equal participation from all sectors in the Evaluation Capacity Network from beginning to end in order to build meaningful and reciprocal research capacity.

D. Ethical Considerations

The Evaluation Capacity Network will apply for ethical approval from the University of Alberta Human Research Ethics Board, which adheres to the ethical codes of conduct for research as in the *Tri-Council Policy Statement*. However, it is the collective responsibility of all research partners to raise ethical concerns and issues in a timely manner so they can be resolved in a consensual manner. Ethical dilemmas are resolved on the basis of the Partners striving for a significant degree of consensus.

E. Roles & Responsibilities

In June 2014, all partnership members will participate in a 3-day Steering Committee (SC) meeting where we will discuss the development of a governance structure inclusive of a Steering Committee, Core Research Team, and Project Management Team (roles are further defined in the Description of the Formal Partnership). This meeting will also enable members to reach consensus on roles, responsibilities, expectations of the Steering Committee, the Core Research Team, and the Project Management Team

F. Reporting Requirements to Funders and Community Partners

All partnership members acknowledge there will be financial progress and final research reports required by funders. The Project Management Team and Core Research team will develop financial, progress, and final Research Reports, in accordance with the agreements that the University has in place with those funding sources, for review by the Steering Committee.

G. Principles of Data Storage, Ownership and Sharing

The principles of data sharing will be discussed at the June 2014 Steering Committee meeting. The Steering Committee will establish principles for data collection, storage, ownership and dissemination in accordance with the Tri-Council Policy Statement, University of Alberta Human Research Ethics Board.

Dissemination

- Criteria outlined by Huth (1986)[1] will be used as guidelines for authorship of **publications or presentations**. The criteria recommend that:
    1. all authors must make a substantial contribution to the conception, design, analysis, or interpretation of data;
    2. authors must be involved in writing and revising the manuscript for intellectual content; and
    3. authors must approve the final draft and be able to defend the published work.
    4. those who have made other contributions to the work (e.g. data collection without interpretation, etc.) or only parts of the above criteria should be credited in the acknowledgements, but not receive authorship.

Further guidelines for authorship based on the partnership include:
- All research partners, project staff and / or students may participate as authors provided that they fulfill the criteria outlined above.

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[1] Huth, E. (1985). Guidelines on authorship of medical papers. *American College of Physicians. Annals of Medicine, 104,* 269-274.

- The Steering Committee will review, comment, and approve research findings at the group level prior to publication or presentation by any research Partner.
- A time frame (two weeks) will be designated for review and comments of publications/presentations. Comments are to be sent to the University Partner. If no comments are submitted in the agreed on time frame, it will be assumed that the publication can be submitted or the presentation made as submitted. If more than minor concerns or editorial changes are expressed, they will be addressed at an in person meeting of the Steering Committee.
- All publication decisions will be made at the level of the Steering Committee.
- Students, who work on their thesis, practicum, and/or projects as part of the Evaluation Capacity Network, will own the copyright of their thesis and be the sole authors. Student involvement in the knowledge mobilization portion of the project will be important and in these cases the explicit permission of an individual or organization must be sought prior to acknowledging their contribution in a paper or presentation.
- A Partner may choose to include a disclaimer that contextualizes the content or views provided in any presentation or publication.

Although the parties to this agreement are referred to as "partners", to clarify the intent, no legal partnership is created by this PCA. Specifically, this PCA shall be interpreted such that:

- the parties are not agents of each other,
- the parties do not have any other relationship whereby they could be held liable for any act or omission of each other; and
- the parties do not have any authority to act for each other or to incur any obligation on behalf of another party.

IN WITNESS WHEREOF, the parties hereto have executed this PCA.

Per:

_____
Principal Investigator   *(Signature)*   *(Date)*

Insert names and reps from different partners
Per:

_____
Organizational representative   *(Signature)*   *(Date)*

APPENDIX B- ECN Work Plan Draft

<u>**Work Plan (April 2014 – Jan 2017)**</u>

Phase 1 (April – October 2014)			
Activity	*Related to Research Goal:*	*Supported by*	*KM Related*
Establish a formal Steering Committee that will guide the project and be a point of communication and knowledge exchange (June 2014)	Goal 1, 4	SC CRT	√
Strengthen relationships with existing partners	Goal 1, 4	SC CRT	
Foster potential partnerships with other national evaluation organizations, training institutes, and governments	Goal 1, 4	SC CRT	
Develop and submit ethics application to UofA research board (April – May 2014)	Goal 1,2,3,4	PMT	
Hire and mentor 2 graduate research assistants and 1 research assistant to support the project and develop a working paper (June 2014)	Goal 1	CRT PMT	
Develop a working paper on the state of ECD evaluation and capacity (June – Oct 2014)	Goal 1, 4	CRT PMT	√
Three day Steering Committee meeting to discuss governance structure and working paper, and develop partnership collaboration agreement (June 2014)	Goal 1, 4	SC CRT PMT	√
Develop processes to facilitate the provincial community forums and associated needs assessment (June – Sept 2014)	Goal 1, 2	SC CRT PMT	√
Develop a project website for knowledge sharing and gathering feedback (site for distribution of working paper, receiving feedback, posting summary reports and final reports) (July – Aug 2014)	Goal 1, 2	CRT PMT	√
Phase 2 (October 2014 – March 2015)			
Activity	*Related to Research Goal:*	*Supported by*	*KM Related*
Share the working paper on the state of ECD evaluation capacity with community stakeholders to serve as a primer for community forums (Oct 2014)	Goal 1, 2, 3	SC CRT PMT	√
Recruit graduate students (from existing evaluation based courses) to facilitate data collection during the four provincial community forums (Oct 2014)	Goal 2, 3	SC CRT PMT	

Activity	Related to Research Goal:	*Supported by	KM Related
Steering committee meeting (Oct 2014)	Goal 2, 3	SC CRT	√
Conduct the needs assessment by hosting four provincial community forums (Fall 2014; 30-40 ECD stakeholders per forum) to discuss working paper and determine issues and needs (Nov - Dec 2014) – will include focus group data and survey at event	Goal 1, 2, 3	CRT PMT	√
Analyze the data from the provincial community forums (Jan – Feb 2015)	Goal 1, 2, 3	CRT PMT	
Conduct mid-point partner interviews and surveys to assess best practices in establishing and sustaining an intersectoral community-university partnership (Jan 2015)	Goal 1, 4	CRT PMT	
Create summary report based on needs assessment outcomes from community forums, including recommendations for capacity building priorities (Feb - March 2015)	Goal 2, 3	CRT SC to review	√
Two-day steering committee meeting to discuss summary report, how to mobilize the findings, and plan a small scale evaluation capacity building opportunity (March 2015)	Goal 2, 3	SC CRT	√
Phase 3 (April 2015 – Jan 2017)			
Activity	*Related to Research Goal:*	*Supported by*	*KM Related*
Share summary report and solicit feedback through the ECN (April – June 2015) • Web based feedback and/or knowledge sharing event	Goal 2, 3	SC CRT PMT	√
Recruit graduate students (from existing evaluation-based courses) to identify and develop knowledge mobilization tools and capacity building opportunities	Goal 3	SC CRT PMT	
Analyze feedback from summary report (from web and knowledge sharing event – surveys and qualitative data from event) and set key priorities for capacity building training opportunity with steering committee (June – August 2015)	Goal 3	SC CRT PMT	
Develop capacity building training opportunity (e.g., one-week evaluation training, six-part workshop series or open resources evaluation tools; Fall 2015)	Goal 3	SC CRT PMT	√
Steering Committee meeting (Nov 2015)	Goal 3	SC CRT	√

Deliver and study (participant, student, facilitator survey and interviews) capacity building training opportunity (Winter 2016)	Goal 3	CRT PMT	√
Conduct end-point partner interviews and surveys to assess best practices in establishing and sustaining an intersectoral community-university partnership (Jan 2016)	Goal 1, 4	CRT PMT	
Examine the establishment and effectiveness of the evaluation capacity network – conduct surveys and focus groups with provincial participants (Feb 2016)	Goal 1, 2, 3, 4	SC CRT PMT	
Two additional steering committee meetings (May 2016 and Oct 2016)	Goal 1, 2, 3, 4	SC CRT	√
Analyze data from the capacity building training opportunity (participants, graduate student related practicum, facilitators) (May – June 2016)	Goal 3	PMT	
Share findings from the project (e.g., capacity building opportunity, effectiveness of community-university partnership and evaluation capacity network) (Aug – Nov 2016)	Goal 4	SC CRT PMT	√
Prepare letter of intent for SSHRC partnership grant (Aug 2016 – Feb 2017)	Goal 4	SC CRT	

*NOTE: SC=Steering Committee, CRT=Core Research Team, PMT=Project Management Team, KM=Knowledge Mobilization

Family name, Given name

Gokiert, Rebecca

Statement of Alignment

The proposal has been identified as being relevant to one of SSHRC's priority areas. The statement addresses how the proposal meets the expected outcomes of the priority area.

Personal information will be stored in the Personal Information Bank for the appropriate program.

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Application WEB

Canada

Internal use	CID (if known)
598133	204483

Identification

Only the information in the Name section will be made available to selection committee members and external assessors. Citizenship and Statistical and Administrative Information will be used by SSHRC for administrative and statistical purposes only. Filling out the statistical and Administrative Information section is optional.

Name

Family name	Given name	Initials	Title
Gokiert	Rebecca	J	Dr.

Citizenship - Applicants and co-applicants must indicate their citizenship status by checking and answering the applicable questions.

Citizenship status	● Canadian	○ Permanent resident since (yyyy/mm/dd)	○ Other (country)	Have you applied for permanent residency? ○ Yes ○ No

Statistical and Administrative Information

Birth year	Gender	Permanent postal code in Canada (i.e. K2P1G4)	Correspondence language	Previous contact with SSHRC? (i.e. applicant, assessor, etc.)
1975	● F ○ M	T6H2G4	● English ○ French	○ Yes ● No

Full name used during previous contact, if different from above

Contact Information

The following information will help us to contact you more rapidly. Secondary information will not be released by SSHRC without your express consent.

Primary telephone number				Secondary telephone number			
Country code	Area code	Number	Extension	Country code	Area code	Number	Extension
1	780	492-6297		1	780	919-4458	

Primary fax number				Secondary fax number			
Country code	Area code	Number	Extension	Country code	Area code	Number	Extension
1	780	492-9084					

Primary E-mail	rgokiert@ualberta.ca
Secondary E-mail	

Checked

Web CV

2013/12/02

Canada

Do not photocopy this page.

Family name, Given name

Gokiert, Rebecca

Current Address

Use only if you are not affiliated with a department at a Canadian university. (If you are affiliated with a department at a Canadian university, the department's mailing address will be used.) If you wish to use another address, specify it under the Correspondence Address.

Correspondence Address

Complete this section if you wish your correspondence to be sent to an address other than your current address.

Address	Address
	Room 2-281 Enterprise Square
	10230 Jasper Ave

City/Municipality	Prov. / State	Postal/Zip code	City/Municipality	Prov. / State	Postal/Zip code
			Edmonton	AB	T5J0B2

Country	Country CANADA

Temporary Address

If providing a temporary address, phone number and/or E-mail, ensure that you enter the effective dates.

Permanent Address in CANADA

Address	Address
	11823-91 ave

City/Municipality	Prov./ State		City/Municipality	Prov./ State	Postal/Zip code
			Edmonton	AB	T6G1B1

Country	Country CANADA

Start date (yyyy/mm/dd)	End date (yyyy/mm/dd)	Temporary telephone/fax number
		Country code Area code Number Extension

Temporary E-mail

Web CV

Address

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Canadä

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Family name, Given name
Gokiert, Rebecca

Research Expertise (optional)

The information provided in this section refers to your own research expertise, not to a research proposal. Filling out the following 4 sections is optional. This page will not be seen by selection committee members and external assessors. This section will be used for planning and evaluating programs, producing statistics, and selecting external assessors and committee members.

Areas of Research

Indicate and rank up to 3 areas of research that best correspond to your research interests as well as areas where your research interests would apply. Duplicate entries are not permitted.

Rank	Code	Area
1	111	Children
2	292	Mental Health
3	300	Multiculturalism and ethnic studies

Temporal Periods

If applicable, indicate up to 2 historical periods covered by your research interests.

From			To		
Year	BC ○	AD ○	**Year**	BC ○	AD ○
	BC ○	AD ○		BC ○	AD ○

Geographical Regions

If applicable, indicate and rank up to 3 geographical regions covered by your research interests. Duplicate entries are not permitted.

Rank	Code	Region
1	1130	Western Canada
2		
3		

Countries

If applicable, indicate and rank up to 5 countries covered by your research interests. Duplicate entries are not permitted.

Rank	Code	Countries	Prov./State
1	1100	CANADA	AB
2	1200	UNITED STATES	OR
3			
4			
5			

Web CV

Curriculum Vitae

Family name, Given name
Gokiert, Rebecca

Language Proficiency

	Read	Write	Speak	Comprehend aurally	Other languages
English	X	X	X	X	
French	☐	☐	☐	☐	

Work Experience

List the positions, academic and non-academic, you have held beginning with the current position and all previous positions in reverse chronological order, based on the start year.

Current position	Start date (yyyy/mm)
Assistant Professor	2009/1

Org. code	Full organization name
1480111	University of Alberta

Department/Division name

Faculty of Extension

Position type	◯ Tenured	◯ Non-tenure	Employment status	● Full-time	◯ Part-time
	● Tenure-track	◯ Non-academic		◯ Non-salaried	◯ Leave of absence

Position	Start date (yyyy/mm)	End date (yyyy/mm)
Adjunct professor	2009/8	

Org. code	Full organization name
1480111	University of Alberta

Department/Division name

Human Ecology

Position	Start date (yyyy/mm)	End date (yyyy/mm)
Director	2009/8	

Org. code	Full organization name
1480111	University of Alberta

Department/division name

Community-University Partnership for the Study of Children, Youth and Families

Position	Start date (yyyy/mm)	End date (yyyy/mm)
Research Associate	2006/8	2008/12

Org. code	Full organization name
1480111	University of Alberta

Department/Division name

Community-University Partnership for the Study of Children, Youth and Families

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Canada

Family name, Given name
Gokiert, Rebecca

Work Experience (cont'd)

Position	Start date (yyyy/mm)	End date (yyyy/mm)
Instructor	2005/8	2005/8

Org. code	Full organization name
9981111	City University

Department/Division name
Faculty of Counseling Psychology

Position	Start date (yyyy/mm)	End date (yyyy/mm)
Community Psychologist	2003/8	

Org. code	Full organization name
1	Pembina Hills Regional Division #7

Department/Division name
Pembina Hills School Division

Position	Start date (yyyy/mm)	End date (yyyy/mm)
Research Assistant	2003/8	2006/8

Org. code	Full organization name
1480111	University of Alberta

Department/Division name
Centre for Research in Applied Measurement & Evaluation

Position	Start date (yyyy/mm)	End date (yyyy/mm)
Teaching Assistant	2003/8	2003/8

Org. code	Full organization name
1480111	University of Alberta

Department/Division name
Faculty of Education

Position	Start date (yyyy/mm)	End date (yyyy/mm)
Instructor	2002/8	2002/8

Org. code	Full organization name
9981111	City University

Department/Division name
Faculty of Counseling Psychology

Web CV

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Canada

Family name, Given name
Gokiert, Rebecca

Work Experience (cont'd)

Position	Start date (yyyy/mm)	End date (yyyy/mm)
Psychological Assistant	2002/8	2002/8

Org. code	Full organization name
1	Centre for Cognitive Behavioral Therapy

Department/Division name
Psychological Assessment

Position	Start date (yyyy/mm)	End date (yyyy/mm)
Instructor	2002/8	2002/8

Org. code	Full organization name
1480111	University of Alberta

Department/Division name
Faculty of Education

Position	Start date (yyyy/mm)	End date (yyyy/mm)
Teaching Assistant	2001/8	2001/8

Org. code	Full organization name
1480111	University of Alberta

Department/Division name
Faculty of Education

Position	Start date (yyyy/mm)	End date (yyyy/mm)
Teaching Assistant	1999/8	1999/8

Org. code	Full organization name
1480111	University of Alberta

Department/Division name
Faculty of Education

Position	Start date (yyyy/mm)	End date (yyyy/mm)
Research Assistant	1998/8	1999/8

Org. code	Full organization name
1590711	University of Victoria

Department/Division name
Faculty of Social Sciences

Web CV

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Canadä

Social Sciences and Humanities Research Council of Canada | Conseil de recherches en sciences humaines du Canada

Family name, Given name

Gokiert, Rebecca

Academic Background

List up to 5 degrees, beginning with the highest degree first and all others in reverse chronological order, based on the start date.

Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Doctorate	Measurement, Evaluation, and Cognition	2001/09		2007/10

Disc. code	Discipline	Did SSHRC support enable you to get this degree?
61222	Educational Psychology	◯ Yes ⬤ No

Org. code	Organization
1480111	University of Alberta

Country: CANADA

Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Master's	Special Education	1999/09		2001/10

Disc. code	Discipline	Did SSHRC support enable you to get this degree?
61222	Educational Psychology	◯ Yes ⬤ No

Org. code	Organization
1480111	University of Alberta

Country: CANADA

Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
BA Gen.	Bachelor of Social Science	1994/09		1999/06

Disc. code	Discipline	Did SSHRC support enable you to get this degree?
63000	Psychology	◯ Yes ⬤ No

Org. code	Organization
1590711	University of Victoria

Country: CANADA

Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)

Disc. code	Discipline	Did SSHRC support enable you to get this degree?
		◯ Yes ◯ No

Org. code	Organization

Country

Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)

Disc. code	Discipline	Did SSHRC support enable you to get this degree?
		◯ Yes ◯ No

Org. code	Organization

Country

Web CV

PROTECTED B WHEN COMPLETED

Canada

Family name, Given name
Gokiert, Rebecca

Credentials

List up to 6 licences, professional designations, awards and distinctions you have received and feel would be the most pertinent to the adjudication of your application. List them in reverse chronological order, based on the year awarded.

Category	Name	Source or Country	Duration (Months)	Value / Year awarded
Academic Prize	Research and Scholarship: Lifelong Learning Award	University CANADA		$3,500 2011
Professional Designation	Registered Psychologist	Provincial/Territorial government CANADA		2010
Academic Prize	U of A Presidents' Award Dare to Discover Team	CANADA		$5,000 2008
Graduate Scholarship	Mary Louise Imrie Graduate Student Award	CANADA		$800 2004
Graduate Scholarship	Myer Horowitz Graduate Student Award	University	0	$400 2004

Research Expertise

The information provided in this section refers to your own research expertise, not to a research proposal.

Keywords

List keywords that best describe your areas of research expertise. Separate keywords with a semicolon.

Early childhood measurement and evaluation; Psycho-educational assessment; Cross-cultural approaches to screening and assessment; Mixed Methodology (specific expertise in multivariate analyses); Community-based research and evaluation

Disciplines

Indicate and rank up to 5 disciplines that best correspond to your research interests. Duplicate entries are not permitted.

Rank	Code	Discipline	If Other, specify
1	61232	Measurement and Evaluation	
2	61216	Early Childhood Education	
3	63020	Psychometrics	
4	63012	Educational Psychology	
5	63010	Cross-cultural Psychology	

Personal information will be stored in the Personal Information Bank for the appropriate program.

Web CV

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Canada

Family name, Given name
Gokiert, Rebecca

Funded Research

List up to 8 grants or contracts you have received from SSHRC or other sources. List them in reverse chronological order, based on the year awarded. If you are not the applicant (principal investigator), specify that persons' name.

Org. code	Full name of funding organization	Year awarded (yyyy)	Total amount (CAN$)
1	Killam	2012	$6,995

Role		Completion status ☐ Complete
Applicant		

Project title	Early Childhood Development in a Multicultural Context

Applicant's family name	Applicant's given name	Initials

Org. code	Full name of funding organization	Year awarded (yyyy)	Total amount (CAN$)
1	Alberta Centre for Child, Family, and Community Research	2011	$10,000

Role		Completion status ☐ Complete
Co-applicant		

Project title	Child Care Policy and the Experiences of Employed Alberta Families with Pre-school Children

Applicant's family name	Applicant's given name	Initials
Breitkruez	Rhonda	

Org. code	Full name of funding organization	Year awarded (yyyy)	Total amount (CAN$)
1	Max Bell Foundation	2010	$249,900

Role		Completion status ☐ Complete
Applicant		

Project title	Enhancing Population-level Information about Early Childhood Development within an Indigenous Context

Applicant's family name	Applicant's given name	Initials

Org. code	Full name of funding organization	Year awarded (yyyy)	Total amount (CAN$)
3010325	Social Sciences and Humanities Research Council of Canada	2010	$249,674

Role		Completion status ☐ Complete
Applicant		

Project title	Reframing Social-Emotional Developmental Competencies Within an Indigenous Context

Applicant's family name	Applicant's given name	Initials

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Canada

Family name, Given name
Gokiert, Rebecca

Funded Research (cont'd)

Org. code	Full name of funding organization		Year awarded (yyyy)	Total amount (CAN$)
3010747	Canadian Institutes of Health Research		2010	$315,000
Role	Co-applicant		Completion status ☐ Complete	
Project title	Should I Stay or Should I Go? Understanding Overweight Children and Their Families Referred For and Discontinuing Weight Management Care			
Applicant's family name		Applicant's given name		Initials
Ball		Geoff		

Org. code	Full name of funding organization		Year awarded (yyyy)	Total amount (CAN$)
1	Edmonton Public School Board		2009	$400,000
Role	Co-applicant		Completion status ☒ Complete	
Project title	An evidence-based understanding of a wraparound approach to coordinated supports in schools			
Applicant's family name		Applicant's given name		Initials
Bisanz		Jeffrey		

Org. code	Full name of funding organization		Year awarded (yyyy)	Total amount (CAN$)
1	Alberta Ministry of Education		2009	$11,928,250
Role	Co-applicant		Completion status ☐ Complete	
Project title	Early child development (ECD) community mapping project			
Applicant's family name		Applicant's given name		Initials
Lynch		Susan		

Org. code	Full name of funding organization		Year awarded (yyyy)	Total amount (CAN$)
1	Norlien Foundation and The Women and Children's Health Reserach Institute		2009	$75,000
Role	Applicant		Completion status ☐ Complete	
Project title	Social-Emotional Developmental Competencies in a Multicultural Context			
Applicant's family name		Applicant's given name		Initials

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Canada

1. Relevant Research Contributions 2007-2013

Refereed Contributions
Articles in scholarly journals - * indicates SSHRC funded

Gokiert, R.J., Noble, T., & Baugh Littlejohns, L. (2013). Directions for professional development: Increasing knowledge of early childhood measurement. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field, 16* (3), 1-20. (Involved in **D**esign, **A**nalysis, and **W**riting/revisions)

Gokiert, R.J., Noble, L., & Baugh Littlejohns, L. (2013). Enhancing early childhood professionals (EC) knowledge and practice of measurement. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field, 16* (3), 142-148. (D,A,W)

Ball, G.D.C., Perez Garcia, A., Chanoine, J.P., Morrison, K.A., Legault, L., Sharma, A.M., **Gokiert R**., Holt, N.L. (2012). Should I stay or should I go? Understanding families' decisions regarding initiating, continuing, and terminating health services for managing pediatric obesity: The protocol for a multi-center, qualitative study. *BMC Health Services Research, 12:* 486. Doi: 10.1186/1472-6963-12-486. (D,A,W)

Gokiert, R.J., Georgis, R., Chow, W., Chui, Y. (2012). Early childhood developmental screening: Does culture play a role? *Health Research Transfer in Alberta: Knowledge Translation Casebook, 3,* 22-25. (D,A,W).

*Leighton, J.P., Cor, K., Heffernan, C., **Gokiert, R.J.,** & Cui, Y. (2011). An experimental test of student verbal reports and expert teacher evaluations for revising standardized achievement test items. *Applied Measurement in Education, 24(4),* 324-348. (D,A,W)

Newton, A., **Gokiert, R.,** Ata, N., Dong, K., Mabood, N., Ali, S., Vandermeer, B., Tjosvold, L., Hartling, L., & Wild, C. (2011). Reliability and Accuracy of Instruments to Detect Alcohol and Other Drug Misuse by Youth in the Emergency Department: A Systematic Review. *Pediatrics, 128*, 1-13. (D,A,W)

Hamm MP, Osmond M, Curran J, Scott S, Ali S, Hartling L, **Gokiert R,** Cappelli M, Hnatko G, Newton AS. (2010). A Systematic Review of Crisis Interventions Used in the Emergency Department: Recommendations for Pediatric Care and Research. *Pediatric Emergency Care, 26*(12), 952-962. (D,A,W)

Gokiert, R.J., Chow, W., Parsa, B., Rajani, N., Bisanz, J., Vandenberghe, C., & Chui, Y. (2010). *Screening in Immigrant and Refugee Communities. Canadian Council on Learning.* (D,A,W)

Leighton, J.P., **Gokiert, R.J.,** Cor, K., & Heffernan, C. (2010). Teacher beliefs about the cognitive diagnostic information of classroom- versus large-scale tests: Implications for assessment literacy. *Assessment in Education: Principles, Policy and Practice, 17*(1), 7-21.

*Leighton, J.P., & **Gokiert, R.J.** (2008). Identifying potential test item misalignment using verbal reports. *Educational Assessment, 13,* 215-242. (D,A,W)

Gierl, M. J., Leighton, J. P., Wang, C., Zhou, Z., **Gokiert, R.J,** & Tan, A. (2007). *Developing and validating cognitive models of algebra performance on the SAT* (Research Report). New York: The College Entrance Examination Board. http://professionals.collegeboard.com/data-reports-research/cb/validating-cognitive-models-algebra-sat (D,A)

*Leighton, J. P., **Gokiert, R.J.,** & Cui, Y. (2007). Using exploratory and confirmatory methods to identify the cognitive dimensions in large-scale science assessments. *International Journal of Testing, 7* (2), 141-189. (D,A,W)

Other Refereed Contributions
Selected Peer-Reviewed Presentations

Daniels, M., **Gokiert, R.J.,** Georgis, R., & Edwards, K. (April 2013). *Informing Measurement: Indigenous Perspectives on Social-Emotional Development*. 5th International Meeting on Indigenous Child Health, Portland, Oregon.

Georgis, R., & **Gokiert, R.J.** (April 2013). *Supporting Newcomer Refugee Children and Families: A Case Study of a Multi-partner School-Community Collaboration*. American Education Research Association (AERA), San Francisco, California

Gokiert, R.J., Georgis, R., Daniels, M., Edwards, K., & Nosworthy, N. (2013 April). *Understanding Immigrant and Refugee Children's Social-Emotional Development: An Intergenerational Perspective*. American Education Research Association (AERA), San Francisco, California

Gokiert, R.J, Daniels, M., & Georgis, R. (July 2012). *Social-Emotional Development in an Indigenous Context.* International Society for the Study of Behavioral Development (ISSBD), Edmonton, Alberta.

*****Gokiert, R.J.,** Poitras-Collins, T., Carlson, N., Georgis, R., Daniels, M., & Edwards, K. (July 2012). *Understanding Collaborative Milestones: Early Childhood Development in First Nation Communities.* International Society for the Study of Behavioral Development (ISSBD), Edmonton, Alberta.

Georgis, R., & **Gokiert, R.J.** (June 2012). *The Potential of School-Community Partnerships in Supporting Newcomer Students and Families with Complex Needs.* IV International Conference of Community Psychology, Barcelona, Spain.

Gokiert, R.J., Daniels, M., Georgis, R., Edwards, K., & Lee, C. (July 2012). A Systematic Evaluation of Ten Early Childhood Social-Emotional Development Measures. International Testing Commission, Amsterdam, Netherlands.

Georgis, R., **Gokiert, R.J.,** & Daniels, M. (April 2012). *Evaluating the Technical Adequacy and Usability of Social Emotional Tools in Early Childhood.* American Educational Research Association Annual Meeting, Vancouver, British Columbia.

Daniels, M., **Gokiert, R.J.,** & Georgis, R. (April 2012). *Intergenerational Indigenous Perspectives on Social-Emotional Development in Early Childhood.* American Educational Research Association Annual Meeting, Vancouver, British Columbia.

Gokiert R.J., Georgis, R., & Daniels, M. (Feb 2012). *Indigenous Perspectives on Social-Emotional Early Child Development.* Society for Research in Child Development (SRCD) themed meeting: Minority child development, Tampa, Florida.

Daniels, M., **Gokiert R.J.,** & Georgis, R. (Feb 2012). *Research in Indigenous Communities: The Suitability of a Community-Based Participatory Approach.* Society for Research in Child Development (SRCD) themed meeting: Positive Development of Minority Children, Tampa, Florida.

*****Gokiert, R.J.,** Poitras-Collins, T., Georgis, R., & Daniels, M. (Feb 2012). *First Nation Child Development.* BC Ealry Years Conference, Vancouver, BC.

*****Gokiert, R.J.,** Poitras-Collins, T., Arcand, L., Derus, E., Georgis, R., Chow, W., O'Rourke, S., Verreault, J. (2011). Collaborating to Understand Early Childhood Development in First Nations. Community-University partnerships Expo (CU-Expo) 2011, Waterloo Region, Ontario.

Georgis, R., **Gokiert, R.J.,** Chow, W., Poth, C. (2011). A Framework for Community-Based Evaluation: Theory into Action. Canadian Evaluation Society, Edmonton, Alberta.

Gokiert, R.J., Chow, W., Chui, Y. (2011). Gaining the Perspective of Unique Populations in Evaluation. Canadian Evaluation Society, Edmonton, Alberta.

Gokiert, R. J., Chow, W., Derus, E., Vandenberghe, C., & Georgis, R., (2011). Preschool Screening and Follow-up Services: Using Family and Community Assets for Intervention. American Educational Research Association Annual Meeting (AERA), New Orleans, Louisiana.

Daniels, J., **Gokiert, R.J.,** Prakash, M., Bisanz, J., Schnirer, L., & Varnhagen, S. (2011). An Evidence-Based Understanding of a Wraparound Approach to Coordinated Supports in Schools. American Educational Research Association Annual Meeting (AERA), New Orleans, Louisiana.

Gokiert, R.J., Chow, W., Derus, E., Parsah, B., & Rajani, N. (2011). Early Childhood Screening in Immigrant and Refugee Populations: Coordinating Sources of Validity Evidence. American Educational Research Association Annual Meeting (AERA), New Orleans, Louisiana.

Chow, W., **Gokiert, R.J.,** Derus, E., & Vandenberghe. C. (2011). Preschool Screening and Follow-up Services: Using Family and Community Assets for Intervention. Society for Child Development (SRCD) 2011 Biennial Meeting, Montreal, Canada.

Non-Refereed Contributions
Test Reviews
Gokiert, R.J. & Georgis, R. (in press). [Review of the Sensory Processing Measure – Preschool (SPM-P)]. *Mental Measurements yearbook,* (W)

Gokiert, R. J. & Georgis, R. (in press). [Review of the Developmental Teaching Objectives Rating Form – Revised 5th Edition (DTORF-R). *Mental Measurements Yearbook.* (W)

Forthcoming Contributions (*Articles in scholarly journals*)
Gokiert, R.J., Georgis, R., Tremblay, M., Krishnan, V., Vandenberghe, C., & Lee, C. (in press). Evaluating the adequacy of social-emotional measures in early childhood. *Journal of Psychoeducational Assessment.*

Tremblay, M., **Gokiert, R.J.,** Georgis, R., Edwards, K., & Skrypnek, B. (in press). Aboriginal perspectives on social-emotional competence in early childhood. *The International Indigenous Policy Journal.*

Georgis, R., **Gokiert, R.J.,** Ford, D., & Ali, M. (in press). Creating inclusive parent engagement practices: Lessons learned from a school-community collaborative supporting newcomer refugee families. *Multicultural Education.*

Newton, A., Dong, K., Mabood, N., Ata, N., Ali, S., **Gokiert, R.J.,** Vandameer, B., Tjosvold, L., Hartling, L., & Wild, C. (in press). Brief emergency department interventions for youth who use alcohol and other drugs: a systematic review. *Pediatric Emergency Care.* (D,W)

Leon, S., Capelli, M., Ali, S., Craig, W., Curan, J., **Gokiert, R.,** Klassen, T., Osmond, M., Scott, S.D., & Newton, A.S. (in press). The current state of mental health services on Canada's pediatric emergency departments. *Journal of Pediatrics and Child Health.* (D,W)

Other Research Contributions
- **Assistant Director, Community-University Partnership for the Study of Children, Youth, and Families:** Early Childhood Measurement and Evaluation (2006-present) at the University of Alberta. This position requires the development of interdisciplinary, community-based research and evaluation initiatives in the area of early child development. Furthermore, I provide community consultation, education, and presentations/workshops about research projects and/or measurement to not-for-profit agencies, policymakers, researchers, and service providers.
- **Conference Planning Committees:** Canadian Evaluation Society (2010/2011), Alberta Early Years Conference (2011/2012), and Faculty of Extension Research Showcase (2011/2012).
- **Chair or Member, Research Committees:** Faculty of Extension research advisory committee (2011-2013), Co-chair of the Early Childhood Provincial Mapping research committee (2010-2014), Evaluation Advisory Committee for Early Years Continuum Project (2010-2013), Centers of Excellence for Children's Well-Being: National Research Committee on Early Education and Special Needs in First Nations and Inuit Communities; Toronto, Canada (2008-2010), Early Childhood Development Expert Review Panel**:** Michael Smith Foundation for Health Research (2009-2010).

- **Manuscript Review:** *Educational Measurement: Issues and Practice* journal; *and NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field*
- **Conference Abstract Review:** *National Council on Measurement and Evaluation; Canadian Evaluation Society; American Educational Research Association*; and *National Outreach and Scholarship Conference*
- **Grant Review:** *Alberta Centre for Child, Family, and Community Research (ACCFCR); and Women and Children's Health Research Institute (WCHRI).*

Most Significant Career Research Contributions
- I was responsible for conceptualizing and developing a resource centre, Early Childhood Measurement and Evaluation Resource Centre (ECMERC), funded by Social Development Canada that would be responsive to the early childhood communities' measurement needs by providing access to educational opportunities, consulting services, and research. ECMERC has become a permanent fixture at the University of Alberta and is now a portfolio within the Faculty of Extension.
- ECMERC hosted a successful knowledge-sharing symposium, titled *Measuring Early Childhood Development for Prevention and Intervention*. The late, Dr. Clyde Hertzman, a prestigious researcher from the University of British Columbia, was the keynote speaker for the event. I facilitated a meeting between Dr. Hertzman and the Deputy Minister of Alberta Education and a number of Directors from the Ministry to discuss the importance of collecting population data on early childhood developmental indicators and the facilitation role that the Ministry of Education could contribute. This meeting resulted in a commitment of over $25million towards an early childhood mapping initiative in the province of Alberta.
- Chow, W., Gokiert, R.J., Parsa, B., & Rajani, N. *Cross-Cultural Lessons: Early Childhood Developmental Screening and Approaches to Research and Practice* [community handbook]. Edmonton, Alberta, Canada: Community-University Partnership for the Study of Children, Youth, and Families; 2008. This handbook resulted from a study funded by the Canadian Council on Learning and 8000 copies have been distributed to service providers, not-for-profit agencies, policymakers, researchers, and funding agencies nationally and internationally.

Career Interruptions and Special Circumstances
I took a maternity leave from May 2009 to December 2009.

Contributions to Training
Over the past six years I have had many unique opportunities to train and mentor undergraduate and graduate students at the University of Alberta. Our faculty does not have an undergraduate or graduate degree program, however, I am connected to other faculties as an adjunct professor so that I can mentor students in research. Of the presentations listed above, a number of them have been co-authored by graduate and undergraduate students, and research assistants. Supervision: primary supervisor for 5 PhD students for 8-month Doctoral internships in community-based research (5 completed); primary supervisor for one 16-month Undergraduate Psychology Intern (completed); primary supervisor for thesis work of 2 masters students (2 completed); co-supervisor for thesis work of 2 masters students (on going) and 2 doctoral students (on going); external examiner for 2 PhD students (completed) and 2 Masters students (completed); committee member for 1 PhD student (on going); primary supervisor for 2 PhD and 2 Masters students (completed) summer scholarships through the Women and Children's Health Research Institute. Within the past 6 years, I have supervised the clinical work of master's level counseling students through City University as they complete a practicum that involves the administration, interpretation, and debriefing of psycho-educational assessments within a school setting.

In my role as Assistant Professor in the Faculty of Extension and Assistant Director, Community-University Partnership for the Study of Children, Youth, and Families (CUP) I have led and participated in over 15 large multidisciplinary research and evaluation partnership projects totaling over 14 million dollars. All of my learning, discovery, and citizenship is grounded in, and informed by, community. For this reason, I utilize a mixed-methods community-based participatory research approach, which is characterized by collaboration and partnership among research stakeholders from conception through implementation and dissemination. Through collaborative sharing of knowledge and expertise, findings are translated with and by community partners for the purposes of building capacity, ensuring mutual benefit and meaningfulness to the populations they aim to serve. More specifically, I work with diverse communities across Alberta and Canada that have a vested interest in early childhood development across the following areas: research, policy, programming, intervention, education, evaluation, and measurement. Below is a description of some of the partnership projects, community engagement initiatives, and learning engagement that I am involved in as principal investigator, as they are very relevant in terms of scope, skills, and resources required for the partnership development grant:

Early Childhood Measurement and Evaluation Resource Centre (2006-present)
When I was hired at the University of Alberta in 2006 as a Research Associate, my role was to develop an early childhood measurement and evaluation resource centre that would be meaningful and accessible to early child development (ECD) stakeholders. This was an excellent opportunity to blend my PhD research training in measurement, evaluation and cognition, with my clinical experience and training as a registered psychologist in the province of Alberta. With funding for 3-years from Social Development Canada, I led the development of a successful resource centre that provided a central point of contact for evaluation capacity, research expertise, knowledge sharing (reviews of commonly used measurement tools in ECD – see http://www.cup.ualberta.ca/projects-initiatives/ecme/tool-reviews/tool-reviews), and capacity for developing large community-based research and evaluation projects. In order to make the centre successful, I fostered strong relationships with key leaders in the ECD community through existing networks and partnerships that CUP already had in place. This was critical in truly understanding some of the ECD measurement and evaluation issues that face practitioners, programs, organizations, and policymakers. One of the first tasks we undertook was to conduct a needs assessment with the ECD community to determine priorities and develop resources (see Gokiert, Noble, & Baugh Littlejohns, 2013). In this position, I supervised and mentored a full time centre staff and many undergraduate and graduate students that became connected to the centre through practicum placements and research assistantships. As a result of the strong partnerships that were developed with the ECD community, I was invited to lead many multidisciplinary and intersectoral community-based research and evaluation projects. When CUP joined the Faculty of Extension in 2009 and I started my tenure track position as an Assistant Professor, the Early Childhood Measurement and Evaluation Resource Centre morphed into a portfolio that I am still managing successfully to date.

Preschool Developmental Screening (2007-2010)
I led a 3-year community-based evaluation of a preschool developmental screening initiative consisting of a collaboration of nine partners in health, children's services, education, and community-based organizations that serve children and families in Alberta. Prior to being asked to lead the evaluation, I was invited as a partner to support the development of the proposal as an expert in measurement and evaluation in the early years. Contributing to the development phase of the proposal not only set the foundation for strong relationships with the key project partners but also enabled me to embed the evaluation within all aspects of the project from beginning to end. The goal of the project was to provide an enriched environment for healthy child development through early identification and intervention focused on developing parent and community capacity. This was accomplished in part through the administration of a developmental screening tool, the Ages and Stages Questionnaire (ASQ), to parents

attending their children's 18-month immunizations and 36-month-old children at group events in the community. We applied a community-based participatory approach to the evaluation, which involved sharing evaluation findings frequently with all levels of governance (steering committee, evaluation committee, and service-provider committee) to facilitate changes in project processes, services and programs that were being delivered to children and families, and funding allocation to meet project goals. To accomplish the evaluation, I supervised five staff (FTE project manager, 2 FTE research assistants, 16-month undergraduate intern, and a graduate research assistant). Through regular partner interviews we learned that they found the evaluation approach unique, in that it was actually informing their practice, and they clearly saw how the evaluation was supporting the project in terms of achieving goals and accountability. We wanted to study this and the graduate research assistant secured a scholarship from the Women and Children's Health Research Institute (WCHRI) to examine the approach to evaluation and how it was impacting partner engagement and shifts in practice. From this project we presented at many national and international conferences (e.g., *American Evaluation Society, Canadian Evaluation Society,* and *Community-University Expo)* and students always co-authored and/or co-presented at the conferences.

There was considerable diversity in the community in which the evaluation took place with approximately 30% immigrant, refugee, and Aboriginal families. The implications of using a screening tool that has not been adequately validated for use with diverse cultural groups led to the need to examine the ASQ for cultural validity evidence. In partnership with the Multicultural Health Brokers Co-Operative and Alberta Health Services, and funding from the Canadian Council on Learning, we were able to further examine the validity of the ASQ by (a) determining the factors that contribute to problematic items and invalid test scores on the ASQ, for children from three cultural groups in the Edmonton area (Sudanese, South Asian, and Chinese), and (b) determining the impact of the screening process on a sample of Sudanese, South Asian, and Chinese families. The findings from this related study highlighted problematic features in all domains of development measured by the ASQ. These features were related to lack of exposure to the activities and items; conflicts with cultural/family patterns of socialization; and different standards to measure a child's development. More over, tool experts and parents identified the lack of social-emotional constructs that reflected their realities of dual language/cultural development. The study resulted in a strong partnership and knowledge sharing with the developers of the ASQ (Dr. Jane Squires and Dr. Diane Bricker, University of Oregon) and the broader academic and service-provider communities, the development of a handbook for practitioners and researchers (see http://www.cup.ualberta.ca/wp-content/uploads/2011/06/Crosscultural_Handbook1.pdf) and countless knowledge sharing activities.

First Nation Child Development (2009 – present)
I began consultations with local First Nation educators and leaders in 2008 about the measurement of early childhood development. This led to a partnership with the Yellowhead Tribal College (YTCol) and four First Nation communities (Alexander First Nation, Alexis Nakota Sioux Nation, O'Chiese First Nation, and Sunchild First Nation), and we were successful in receiving an Aboriginal Strategic Research Grant from SSHRC. With strong partnership support and a relevant research initiative, we were able to secure matching funds from the Max Bell Foundation. Indigenous children's development occurs within multiple contexts (i.e. urban, rural or on-reserve, traditional, and/or non-traditional), however, these contexts are not always considered when assessing child development or developing programming. Utilizing a community-based research approach, this project is building a better understanding of the skills, knowledge, and processes that support the healthy development of First Nation children. The team is using the Early Development Instrument (EDI; Janus & Offord, 2007) to collect early childhood development data. The EDI is a population measurement tool completed by kindergarten teachers to measure the developmental health of 5-year-old children. Results from the EDI provide communities with evidence to support resource development and allocation that optimize child

development. Within a First Nations context, EDI data is often incomplete, as it does not reflect important domains of development such as cultural development, language, and spirituality.

The goal of this partnership is to complement the early childhood development information currently being collected in First Nations communities to better reflect the values, cultural context, and spirituality that are important in raising healthy young children. While this is a large partnership across 4 communities, we have had to consider the unique needs, resources, and desires of each participating community as it relates to the research. For this reason, together we have developed four community research committees that consist of community, organization, and university representatives (approximately 10 members per committee) that meet monthly to guide the research in each of their respective communities. With each community research committee we developed a unique community research agreement (4 in total) that outlines the various aspects of our partnership, roles and responsibilities, data ownership and usage, and methods for knowledge dissemination. In one particular community, the research agreement became a legal negotiation between the band and the University of Alberta that took one year to complete. Since signing the agreements, the project team has collected EDI data twice (2012 and 2013), conducted focus groups with 100 participants, developed a framework for each community about their strengths and assets, developed 3 questionnaires to supplement the EDI (FNCD parent questionnaire, FNCD teacher questionnaire, and FNCD community asset profile), which were piloted in spring 2013.

To support the significant project management, data collection, and knowledge sharing required of a project of this magnitude, over the course of the project I have supervised 1 project manager, 3 graduate research assistants, 2 PhD practicum students, and 3 undergraduate research assistants. In partnership with the Yellowhead Tribal College, we offered a 39-hour 3 credit community-based research course for 12 Yellowhead Tribal College students in the Fall 2012 to encourage students to engage directly in the research project unfolding in their communities and to build their capacity to serve as key leaders in future community driven research projects. Each student received 20 hours of in-class instruction and 19-hours of field-based supervised research training in the four First Nations participating in the FNCD project. This was such an excellent experience to work with an undergraduate cohort of committed community-oriented learners. The process of co-developing and co-teaching this course with YTC and my graduate students resulted in incredible learning opportunities for the students, the College, and me. Following course completion, three undergraduate YTC students joined the UofA team as research assistants to complete additional data analysis and dissemination activities in the spring of 2013. One of the YTC students was inspired by the process of disseminating research results in his community and developed a painting that illustrates the strengths and assets of First Nation children and the illustration was used as a method for communicating results. I have learned a great deal from these students, as have my graduate students, and this was highlighted nicely in an article of their experience that was posted on the CUP and University of Alberta websites. We are currently conducting community engagement workshops with each community to share community level results, develop a communication action plan, and determine next steps for utilizing the project findings to inform programming, practice, funding, and policies within each community.

Engaged Learning

I have participated in many formal and informal teaching opportunities that are specific to community-based research and evaluation. This is particularly relevant to the goal of this partnership project, in terms of utilizing a community-based participatory approach to develop and pilot evaluation capacity building opportunities. I have co-developed and offered the 5th workshop in a series of 6 focused on community-based research (*Program Evaluation with a Community-based Approach)* three times to an average of 25 participants per workshop. In the fall of 2012, I developed and offered an 8-hour workshop (*Community-Based evaluation)* to practitioners from a not-for-profit organization. For the Women and Children's Health Research Institute's Research days, I was asked to co-develop a

professional development workshop focused on introducing faculty and students to community-based research. Over the course of my career, I have provided countless guest lectures to undergraduate and graduate students, and often been asked to come back yearly to present to new cohorts of students. I jump at the opportunity to share my knowledge, expertise, and experiences through knowledge sharing activities arising from my community-based research. Typically these presentations, result in an increased awareness for students about community engaged scholarship and how they might become involved. This past year, I developed and offered the core course for the Faculty of Extension's new Citation in Community Engagement, *Community Engagement: Contexts and Processes*. Through the citation, learners explore various principles and methods associated with community engagement. Teaching this course is an excellent opportunity to reflect on my role as an engaged scholar, the many processes and methods I use in my research and engagement activities, and how this can be shared with other community engagement practitioners. This course will become one of the core courses in the Masters of Arts in Community Engagement within the Faculty of Extension that we are awaiting government approval.

Community Engagement and Consulting
Given the nature of my discovery, learning and citizenship, I have become recognized as an engaged scholar with expertise in measurement in early child development. For this reason, I am often asked to provide consulting to various school districts (e.g., Meskanahk Ka Nipa Wit School, Montana First Nation; Edmonton Public and Catholic School Boards; Boyle Street Education Centre), organizations (e.g., ABC headstart, Hope Foundation of Alberta, Alberta Association for the Accreditation for Early Learning and Care Services, Get Ready for Inclusion Today), and provincial, national and international research collaboratives (e.g., Michael Smith Foundation, Early Childhood Development expert review panel for common ECD outcomes framework; Centres of Excellence for Children's Well-Being: National Research Committee on Early Education and Special Needs in First Nations and Inuit Communities; Kanawakhe Research Committee on Preschool Screening) about research, evaluation, and tool selection and use. In addition, I am invited to participate on provincial committees that are focused on supporting the health and development of young children in the province. I have also participated in planning large evaluation and early childhood conferences in Alberta (*Canadian Evaluation Society* and *Alberta Early Years Conference*).

In 2012, I joined the Success By 6 Council of Partners, which is a community initiative managed by the United Way. The Council of Partners consists of leaders drawn from across the community. The council provides direction and strategic vision for Success By 6 in the areas of public awareness, social policy development, sustainable community collaborations, and an accessible and coordinated range of early childhood services. This committee is made up of individuals from many leading organizations across the province, many of which are partners on this partnership development grant (e.g., Muttart Foundation, Edmonton Community Foundation, Alberta Centre for Child, Family and Community Research, Edmonton Public and Catholic School Divisions, and many government departments). Through the Council of Partners, I am well positioned to receive mentorship and share the knowledge from the project with community leaders in early child development.